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# ATHLETIC JOURNAL

Vol. XXVI, No. 8

April, 1946



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Philip Knuth

Fundamentals of Batting  
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Diamond Drill  
Joseph E. Wilcox

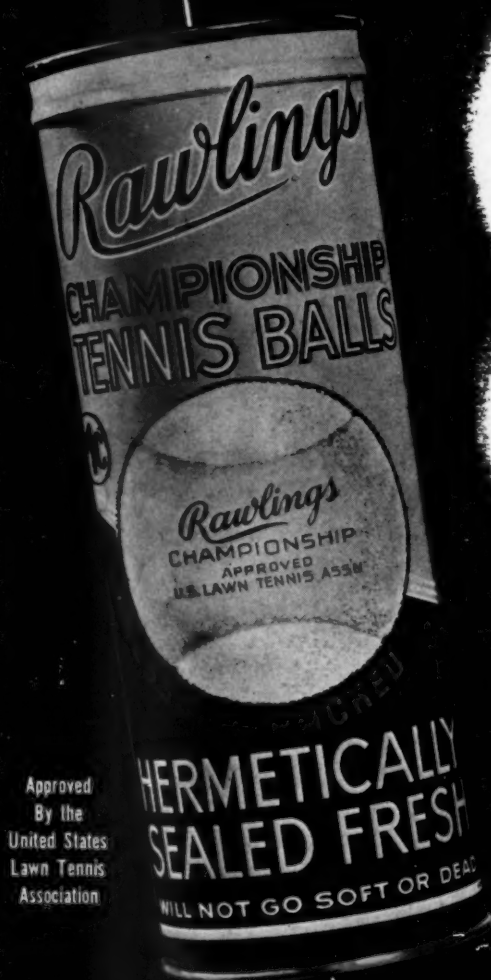
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THE ATHLETIC JOURNAL

# The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

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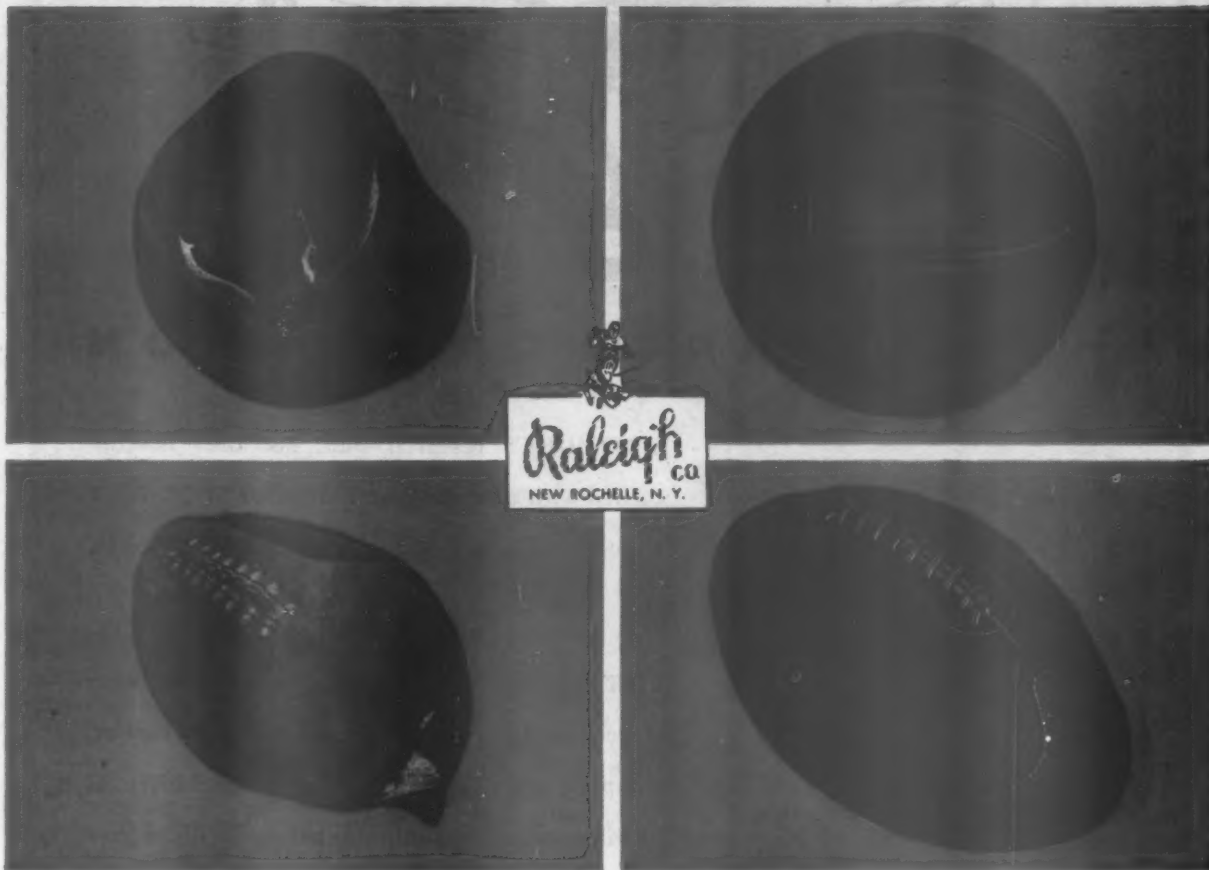
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## from here and there - - -

**M**ORE than 200 of the 400 returned servicemen now enrolled at the University of Oklahoma, answered questionnaires on the subject of physical exercise. More than a fourth of the men were not interested in physical education, citing lack of time, commuting distances, and disabilities as their reasons. Carry-over sports, in the order mentioned, were favored by a majority of the veterans. These sports are: swimming, tennis, golf, basketball, volleyball, badminton, weight lifting, and lesser activities.

**N**ORTH CAROLINA State's new baseball coach is Victor G. "Vic" Sorrell, former Detroit player . . . Jack L. Blott, All-American Michigan center, and a former Wolverine coach, has returned to his alma mater as line coach. He was a member of the Michigan coaching staff from 1924 through 1934, and head football and baseball coach at Wesleyan from 1934 until 1940 . . . Mike Balitsaris, former star end at Tennessee, and coach of the Norfolk navy air base team during the war, has been named assistant football coach at Kentucky.

**A**PPPOINTMENT of Joe Sheeketski, a former Holy Cross coach, as line coach of Iowa's 1946 football team, has been announced by E. G. "Dad" Schroeder, athletic director.

**T**HE thirty-first annual Dudley tennis tournament, approved by the California Interscholastic Federation, will be held at Santa Monica, April 12-20, according to F. E. Mishler, director of physical education at the Santa Monica High School, director of the tournament. Championships will be decided in interscholastic singles and doubles, as well as singles championships for both boys and girls under fifteen. Year-around play, an abundance of professional tennis coaches, and a strong junior program by the Santa Monica Tennis Club provide children of school age with unusual opportunities to learn and to improve their game.

**C**PL. I. S. CHEROFF, a member of the staff of the Camp Edwards *Bulletin*, has suggested a baseball "game" which may be used to supplement routine loosening-up exercises when inclement weather precludes outdoor practice. Each member of the squad submits a question, the correct answer, and sets a value of a single, double, triple or home run for his question. The squad is divided into opposing

sides, and the coach draws the questions from a box. Failure to answer a question counts as an out. One "side" may "score" as long as its members have less than three outs. The question game affords opportunity for skull practice in all types of play situations and rule interpretations.

**T**OM STIDHAM, former head football coach at Marquette, will be associated with Ernie Nevers in the operation of a chain of sporting goods stores. Both men are also associated with professional football teams in an advisory capacity.

**R**AY WELCH has been named director of athletics, basketball coach and head of the newly established School of Health and Physical Education at Waynesburg College. Mr. Welch formerly was director of athletics at Bridgeton, New Jersey High School. Dave Rankin, just released from the Navy Air Corps, where he distinguished himself, has been signed as assistant coach at his alma mater, Purdue. . . . Harry Rice is the latest coach to desert the ranks and become connected with a sporting goods manufacturer. Rice coached at Washington, Iowa, Libby and DeVilbiss High Schools in Toledo and Miami University. He has been appointed Sales Manager for athletic goods of the Pennsylvania Rubber Company. . . . Bill Donohoe has been appointed head football and basketball coach at Carnegie Tech.

**A**PPROXIMATELY 150 vacancies as special service chiefs, assistant chiefs, recreational directors and recreational aides are open in Veterans Administration hospitals at starting salaries from \$2,320 to \$5,180 a year. Application should be made to the Veterans Administration branch office in the area interested in. . . . Earl Jones returns to Kankakee High School after forty-five months with the Coast Guard and will assume the role of baseball coach. Charles Swikle will assist.

**J**OHAN CORE of Richmond has filled a long felt need with his five star method of scoring for track and field. Another example of progressive thinking in the old problem of creating interest in track. Coaches experiencing similar difficulties will find this a valuable asset. . . . The latest shift to pre-war status of athletics involves Elmer Ripley. Ripley went to Columbia when Georgetown curtailed sports and this past season to Notre Dame, replacing Ed Krause who was in the service. Now Ed is back and Ripley is returning to Georgetown.

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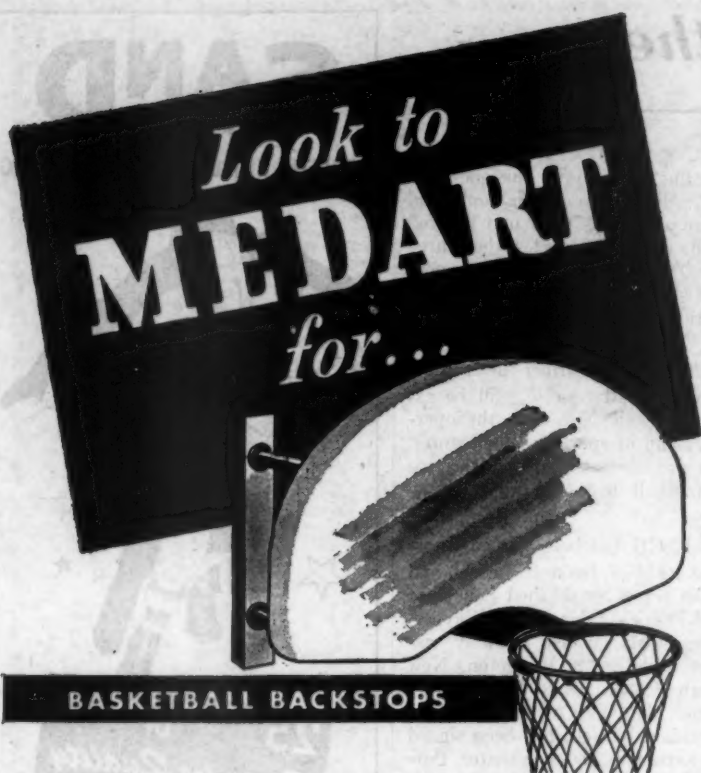
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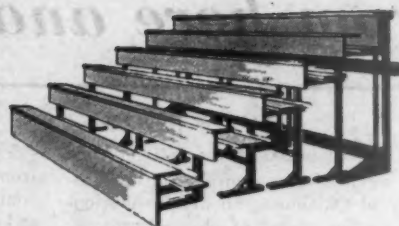
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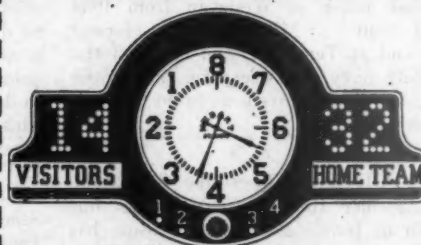
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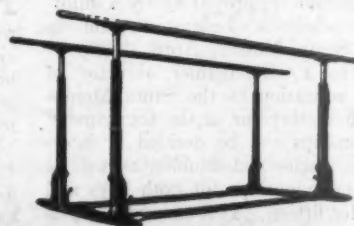
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# Team Balance in Track

By Philip Knuth

Track Coach, Robert E. Lee High School, Jacksonville, Florida

**T**HE old saying, *strength lies in numbers*, applies to a well-balanced track and field team. The number of events, and the competitive limitations which are in effect in most States necessitate a large squad. However, it is not these factors, so much as the individual competitive spirit among team-mates, which keeps large numbers of boys out, and thus makes for team balance.

One sound, fundamental rule for track coaches is to concentrate on the masses, for it is from the masses that a winning combination is developed. Most boys have

abilities of one sort or another, but it takes work and effort to bring out their abilities and to develop them. Not all boys can be track and field athletes, but a large percentage can be built into one or both of these groups.

Some boys will do best in the hurdles, others in the sprints, and others in the weights. The coach's task is to find the best events for each individual and then convince the boy of his abilities. Probably, many persons will think this last statement is absurd, but it is most surprising how often we, as coaches, have to convince a boy of his potential talents. Because he is not able to run his first hundred yard dash in ten seconds, a boy feels that he will never be able to do so. Yet, it would be surprising how many boys could be trained to run a hundred in that time, or less, if only they would not become discouraged while going through the developing period.

Most first-year boys on a track squad are young, about fourteen or fifteen years of age. Naturally, these boys do not have the co-ordination of muscles, lung capacity, endurance, and speed that they will have in another year or two. Yet, it is very difficult to make a boy understand these very important phases of development. About the most convincing proof is to keep records on the boys' achievements, as they go along through their track training, beginning with their first races, and continuing on through their final race.

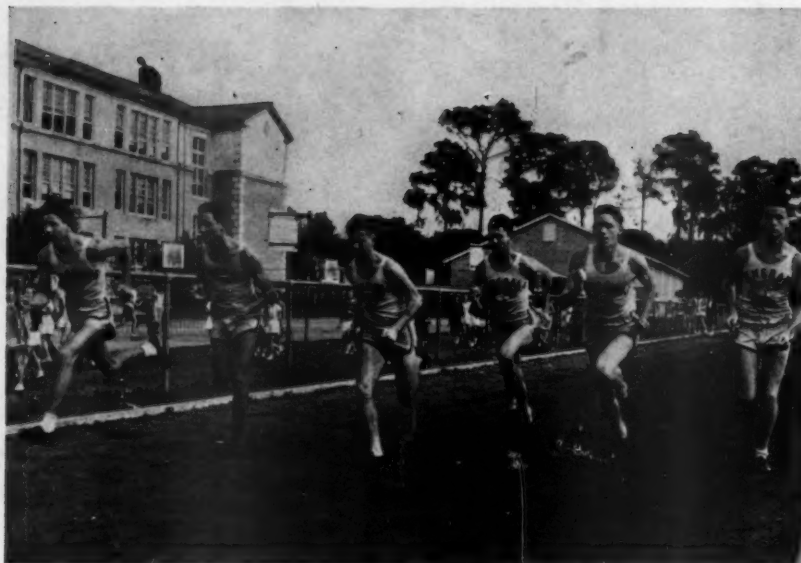
Large squads are difficult to handle with the limited manpower available in most schools. It is difficult to get large groups of boys out for track and field, but it is

still more of a problem to keep them interested, enthusiastic, and working. Practice periods should be planned so that the coach may give as much individual attention to each boy as is humanly possible. Just to be noticed by the coach, and given a word or two of encouragement, go a long way with a boy in holding his interest, and keeping him out for track.

A track practice can best be compared to a circus. Numerous events are being practiced at the same time, and it is impossible to see everything, just as it is at a circus. The coach must act as ring mas-



**COACH PHIL KNUTH** was graduated from the St. Joseph, Michigan, High School, and Western Michigan College of Education, Kalamazoo, Michigan. At Western, he was a member of the indoor and outdoor track teams, competing in the mile, and two mile runs, and, also, he was a member of the cross country team. In the three years he has been at Robert E. Lee High School, his teams have won the state championship each year, and have emerged victorious in twenty consecutive meets. Each year his champions have shown team balance, evidenced by the fact that in 1943, they placed in every event except the pole vault, in 1944, in every event except the broad jump and 440-yard dash, and, in 1945, in every event except the high hurdles and broad jump. In 1945, Lee won the state championship by the margin of 45 points—Lee 60 points, second place winner 15 points.



ter, checking at one end of the field with the discus group, then over to the shot-put ring for some individual help, then down to the other end of the field with the jumpers, over on the track with the dash men, and, so on, among the various groups.

In setting up the practice periods, we choose the returning letter men as leaders in their best individual events, and assign each to a group of prospective boys to work with, changing the personnel within these groups to other events as the need arises. There are many phases of track and field which may be taught by experienced boys under the supervision of the coach. For example, we assign each of the returning quarter-milers to a group of new boys who are interested in going out for the quarter, and let them teach these new boys warm-up procedure, routine jogging, arm action, body carriage, and body lean. This not only gives the new recruits excellent training, but also gives the older boys leadership training and a sense of responsibility and helpfulness in developing the boys who will be stepping into their shoes in the coming years. It behooves a coach to make use of his experienced men, as leaders in their specialties, and to spend his time working on individual weaknesses, needs, and techniques.

Large track squads also make for strong competitive spirit, and, thus, team balance. Do not be satisfied with training two or three milers, train ten or twelve. It takes very little more time and effort to train a larger number of boys in each event, and quite often the results gained are astounding. One boy may develop faster than another, or one may be a more conscientious trainer. By having a large number out for each event, all participants are kept on their toes, for no boy likes to run in last place. And, too, a coach never knows when he will be called upon to use this reserve strength. Perhaps the day of a big meet arrives with his best high hurdler out with an injury, and the best half-miler home in bed with the flu. Of course, these boys will be missed by their teammates, but team morale will not be broken, for they know there are other boys to fill in. Perhaps these boys are not quite as fast, but they are as well trained, and they know these boys can be depended upon to perform to the best of their ability.

Well-trained reserve strength is necessary, not only in times of need, but also to obtain those all-important second, third, and fourth places in any meet. This is especially true of the larger, end-of-the-season meets where many schools are entered, usually resulting in a wider distribution of points. A school may score very few first places, and yet win the meet on team strength in all events—not with outstanding star performers but with depth of material.

A well-balanced track and field team is one of the chief requisites of a winning

*(Continued on page 38)*

# Fundamentals of Batting

By James Smilgoff

Baseball Coach, Taft High School, Chicago

**B**ATTING is the most important of the offensive fundamentals in baseball. Successful batting is the result of a knowledge of these fundamentals put into constant practice. The purpose of this article is to incorporate as many of the "common denominators" of batting as possible, and to demonstrate these through the use of pictures. The content is fundamental in both nature and scope. Only the most pertinent material in teaching these fundamentals has been selected.

Much time and thought has been put into the logical organization and arrangement of the factors involved in teaching batting fundamentals, particularly to boys of high school age. In order to reassure and verify the validity of this material for adolescents—in the minds of the readers—amateur players were used as demonstrators in the accompanying pictures.

Baseball terms were omitted wherever possible so that the immature and inexperienced adolescent would understand the straight-forward simple language so often employed in everyday conversation. The actual wording has been selective so as to be understandable to persons at the beginning high school level.

This article can serve as a means of assisting the teacher or coach in teaching the fundamentals of batting. It supplies the written material indicative of the "common denominators" of batting. It can be used as background material in organizing and arranging a logical progression in the study and discussion of batting.

The following phases of batting have been given treatment and emphasis in the order of their progression.

Selection of the bat, grip—free swing, modified free swing, and choke grip—position in the batting box, stance, watching the ball—eyes on the ball—stride, swing, and follow-through.

**JAMES SMILGOFF**, recently assumed the position as baseball coach at Taft High School, Chicago after having been coach at Harrison Tech for seven years. During his stay at Harrison Tech his teams were represented in Public School League playoffs six times. After graduating from the University of Wisconsin in 1933 Smilgoff played professional baseball in the Western, New York-Pennsylvania, and Mississippi Valley Leagues before joining the coaching ranks in 1937. Mr. Smilgoff is a coach of the Chicago Cubs Summer Training Camps. A previous article on Base-running by Smilgoff appeared in the May, 1945 issue. This present article will be followed by an article on Bunting in the May issue.

lection in terms of the players' size, strength, and hitting style.

Weight and length of bats are important, particularly when applied to individual strength and hitting style. Bats which run one ounce to the inch have been found to be most desirable from the standpoint of balance, durability, driving power, and effectiveness. Most professional players use bats thirty-four or thirty-five inches in length, and the same number of ounces in weight. A thirty-three inch and ounce bat is acceptable, particularly for high school players. However, it has been difficult to get durable wood in weights lower than those just mentioned. Thirty-six inch and ounce bats are usually too big and heavy for boys of high school age. It requires considerable strength, experience, and hitting ability to use this type of bat effectively.

## Selection of the Bat

The best types of wood used in making baseball bats are white ash, hickory, and persimmon wood. These types have the best driving power and durability. The grain of the bat selected should be compact. Open spaces in the grain often cause the bat to chip or "check." Bats with knots in the handle often break easily. Knots in the hitting end of a bat are usually acceptable. Some bats have no knob at the end of the handle. Others have a small knob, and still others have a large knob. The size of the knob varies with individual taste. It is important that the bat be balanced properly. Some bats have most of the weight in the barrel or hitting end. These are called "top heavy." It is usually difficult to control such a bat. Bats come in various sizes and shapes. Some players desire a thin handle, while others prefer a thick handle. The same is true in regard to the barrel or hitting end. Many coaches like to help players select their bat, at the same time interpreting the se-

## Grip

The writer has divided the types of grips into three classifications—the free swing or full length, in which the bat is held with the lower hand at the end of the handle; the modified free swing, in which the lower hand grips the bat about an inch or two off the end of the handle, and the choke grip, in which the bat is gripped about four or five inches off the end of the handle.

The type of grip should be associated with the size, strength, and position, in the batter's box, of the individual batter. The grip should be relaxed but firm, while in the "ready" position to hit. Fingers should be wound as completely around the bat as possible. Some players slide their thumbs along the grain direction of the bat. This is wrong, since the thumbs should be wound around the handle of the bat across the grain. Some players have a habit of

(Continued on page 30)

Full length, or "free swing" grip.



Modified free swing grip.

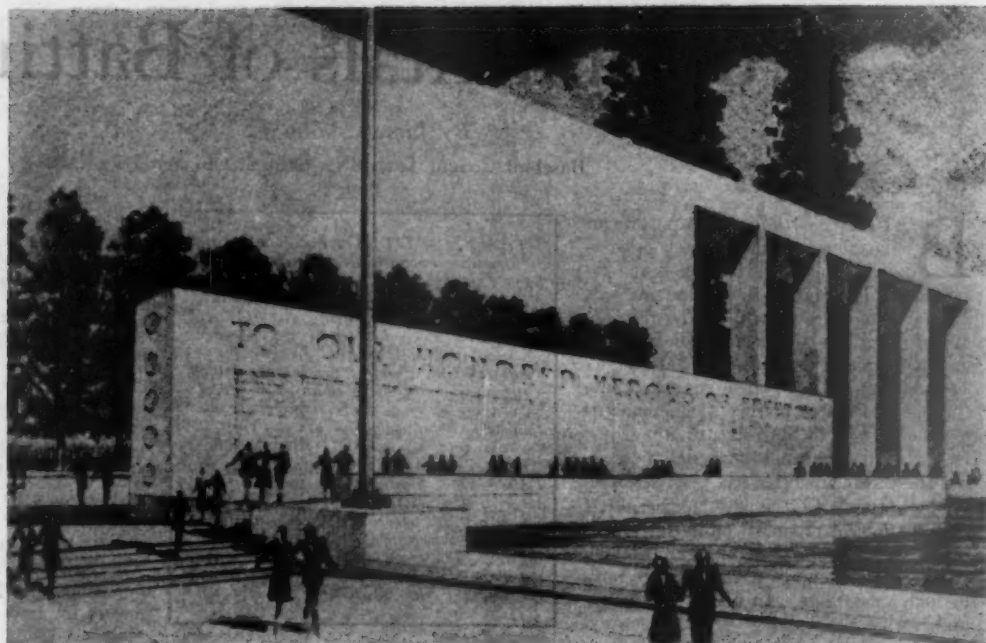


Choke grip.





# It Pays to Play ...So What?



"IT PAYS TO PLAY" is a fine slogan. For years this and other slogans have been hammering away to make us conscious of the fact that we'll live longer if we play more. Throughout the long war years we were confronted with masses of impressive statistics on physical deficiencies in draftees and told about the disastrous use of leisure time; exhorted to do something about it, *to play, to get fit*. We were told then and we are being told now that it pays to play. No one disagreed then. No one disagrees now. We *know* that it pays to play. We know more than that . . . we know that we *must* play; that the American way of life demands that we have opportunities for participation in wholesome leisure time activities. So far, so good. But . . .

## WHERE Do We Play?

Take your own community for example. Does it have *enough* sports and recreation facilities to provide leisure time opportunities for *everyone* in the community? . . . all of the children? . . . all of the youth, and all of the adults of the community? Does your city have a children's playground located within a quarter to a half mile of *every home*? Has your city provided at least one acre of public recreation land for each 100 of its population? Has it provided suitable community center buildings? Does your city have a municipal swimming pool located within reasonable walking distance of *every home*? Does it have within reasonable walking distance of *every home* adequate municipal facilities

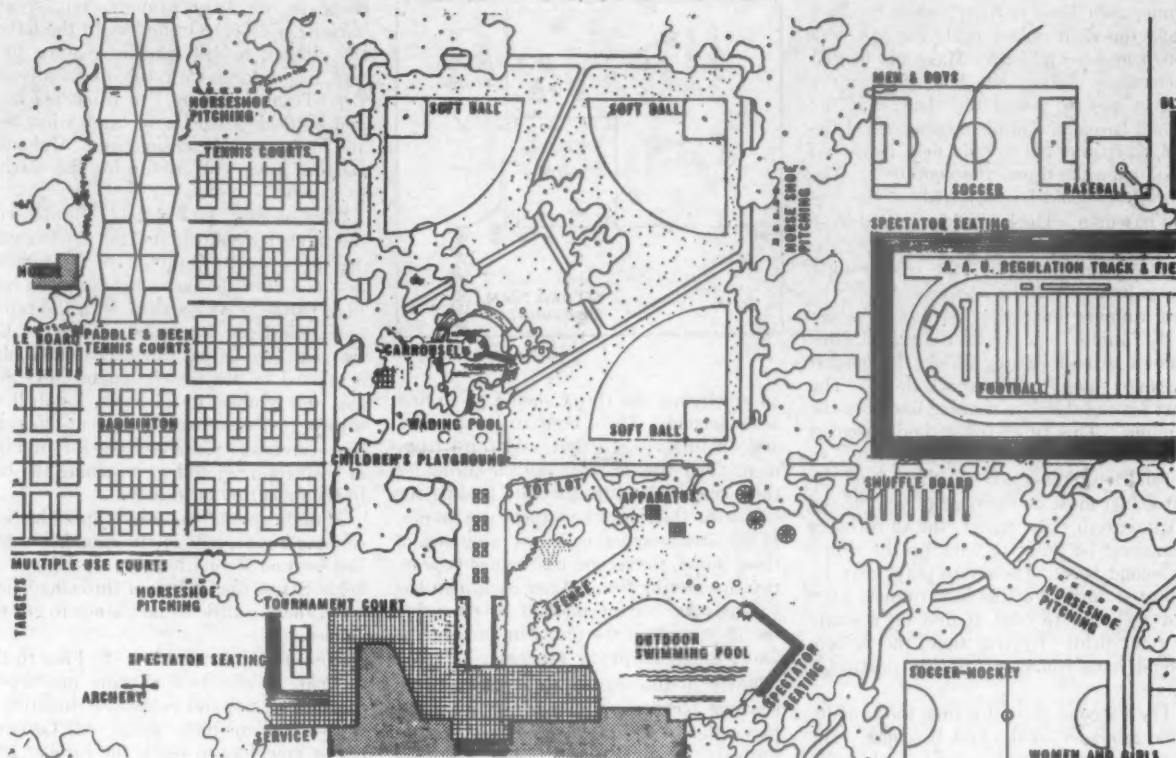
for tennis, badminton, softball, baseball, volleyball, basketball, horseshoe pitching, archery, table tennis, skating and other popular sports? Does your city have a municipal golf course, a shooting range, a casting pool within 10 or 20 minutes' travel time of every home? If the answer to any of these questions is NO, then your city is without *adequate* sports and recreational facilities and something *should* be done about it.

## What To Do:

It is the responsibility of every civic administration and of every civic group concerned with the future growth and prosperity of their community to take all possible steps to provide adequate wholesome, fun giving and healthful leisure time opportunities for the needs of all who reside in the community. Your city, like every other city in America, undoubtedly needs more municipal play facilities. Your city no doubt plans to provide memorials to its war dead. Will these memorials be erected in the forms of archways or statues? Will they be captured cannons on public lawns? Or will they be memorials which will *live* and *serve the living*? Why not provide its much needed sports and recreation facilities as war memorials. What better memorials than those which will encourage participation in sports and recreation and serve youth, returning veterans and their children, the people of all ages and in all walks of life? . . . memorials that will serve countless thousands day after day and throughout the years to come, insuring to them opportunities for pleasure and better health.

Why not instigate a movement *now* to survey all available areas belonging to your city, and *wherever* suitable areas exist, transform them into sports and recreation centers. Some of the areas available





may only be large enough for a few tennis courts or other sports and recreation facilities requiring limited space. The utilization of these small areas will supply critical and practical needs in the com-

munity. The time to act is now.

• An editorial prepared for the readers of the *ATHLETIC JOURNAL* by The Athletic Institute

## Diamond Drill

By Joseph E. Wilcox

Baseball Coach, Center Moriches, New York, High School

IN BASEBALL there are many skills, techniques, and intricacies which are difficult to teach in ordinary practice routines. The short season of a school team is a challenge to the coach who would have his players do more than merely use their native ability, or "corner lot" technique. Therefore, the coach must look beyond the usual batting practice, infield practice, and fungo hitting for drills which will teach the finer points of the game.

I depend upon what I call a *Diamond Drill* to teach a great variety of skills, and baseball tactics. With this drill, I cover base running, fielding of bunts, combination play between the pitcher and the first baseman, backing up, relays, throwing by the outfielders, and position play in most of the situations which may occur during a game. This drill is valuable because it trains players to study a situation, and to plan possible plays before an actual play begins. In addition, it is an excellent conditioning drill.

The drill is simple, easily set up, and

**JOSEPH E. WILCOX** has been a high school coach for fifteen years. In addition to directing baseball, he has coached in other sports including basketball and soccer. He spent three years in the army during World War II as an instructor in physical reconditioning.

closely analogous to actual playing situations. Also, it has the added feature of being under the direct control of the coach. Thus, mistakes may be corrected on the spot. Through use of the drill, the coach may concentrate his efforts on any phase of the game, and if need be, perfect the players' technique by repetition. *Diamond Drill* should be a daily drill, along with batting practice, infield practice, and other routine training. A short drill period each day soon teaches players lessons which usually are learned only through game experience, a costly procedure.

To set up the drill, a coach needs a complete team in the field and a second team,

or several substitutes, to run the bases. If he wishes to drill his first team in fielding, he places the first team in the field, with each player, including the pitcher, in his regular position. For first team base running practice, the second team is placed in the field. The coach stands at home plate, with a fungo bat and a ball, just as if he were starting infield practice. The second team, or base running squad, lines up as shown in the accompanying diagram.

The coach throws the ball up, and hits it, just as he would when hitting fungoes or grounders to the infield. With practice, the coach can hit a single, a double, a fly, or a grounder, and he will be able to place the ball where he wants it. The team in the field plays the ball just as it would in a game. The first man in the base running line waits until the coach hits the ball, then he runs for first, as shown in the diagram.

To use the drill for teaching purposes, the following routine may be followed:

Call the situation—no outs, no one on. Hit a line single to right field. The first

runner goes down to first, rounds the base while the right fielder fields the ball, and gets it into second base. Make any needed corrections. Show the base runner the correct way to round the "bag." If the second baseman had no chance to field the ball, on its way out to right field, he should have taken the throw at second base. The shortstop should have backed up the second baseman. The left fielder should have moved in to back up the play. When the play is explained fully, the base runner leaves first base and goes to the end of the base running line at home plate.

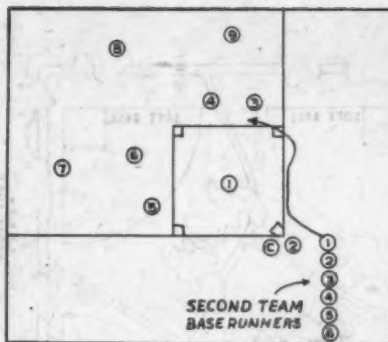
Hit another single to right field, this time a ground single which the second baseman would try to knock down. The next man in the base running line does the running. This time, the second baseman has been pulled away from the "bag," so the shortstop must take the throw, and the left fielder must do the backing up. If the single is into right center, the third baseman must be ready to back up the throw to second base. These two plays may be repeated until all of the base runners have had a chance to turn at first on a single to right field. By this time, the fielders should have command of that particular play.

Try a second play, this time the troublesome grounder to the first baseman. Hit it far enough toward second so that the first baseman cannot beat the runner to the "bag." This is the time to impress the pitcher with the necessity of starting toward first on all ground balls hit to his left. He must be taught to start immediately. Show the first baseman how to toss the ball so that the pitcher may catch it on the run, and tag first without colliding with the runner.

A third play to practice, in this situation of no one on and no outs, is the bunt. Lay down bunts which the catcher must field. Show him how to position his feet, how to pick up the ball, and how to make the throw. Show the first baseman how to make a good target so that the catcher will not have to worry about hitting the runner. The right fielder backs up this play to take care of overthrows.

Next, practice the plays which may occur with a man on first, and no outs. Put a runner on first. He should be allowed to take only a normal lead. Hit a single to right field. The pitcher backs up third, the base runner on first learns to go from first to third on a single, and the outfielder learns to handle the ball, and where to throw. The left fielder backs up a possible throw to second base. The runner from home plate learns to go down to second on a single, when the throw is to third base. The shortstop, if he is not covering second base, learns to cut off throws to keep batters from taking extra bases on throws.

Fielding bunts, with a man on first is a fairly intricate play. Try a few bunts, in different directions, for the catcher to handle. On each play, he must make a choice



as to whether the throw should go to first or to second. Then, bunt to the pitcher, and, in turn, to the first, and third basemen. The catcher must call the throw for these players because they are fielding the ball with their backs to the base runner. If the first baseman is drawn in on any of these bunts, the second baseman gets practice in covering first. After each man has learned the correct method of executing the play, mix up the bunts in an effort to find weaknesses in the coverage.

Early in the season, while the team is learning technique and position play, the plays should be given separately, as described. However, after all of the important plays have been taught, the coach should test his team's defense daily with the *Diamond Drill* by mixing up the plays to simulate game conditions. In this advanced drill, the base runners do not return to the base running line at home plate, but continue from the base which they occupy, as a play is completed. They take a normal lead, and start with the next hit. The coach might call "no outs," and then hit a single to left. The runner takes his lead at first and the ball is singled to right. An additional single might put men on first and second, with no outs, and a run in. Now, the coach might "dump" a bunt down the third base line. This might result in a force-out at third. With men on first and second, and one out, the coach may try a hard grounder to short to test his double play combination. Such plays are continued, until there are three outs. Then, the coach may start another sequence of plays. After each play, the coach should point out the mistakes which were made in base running or fielding, or both. When the drill is carried out in this manner, the regular base coaches should be in their positions. This set-up gives both the base runners and the coaches an opportunity to work together, as they would in a game.

Each coach has his opinion on which plays are important, and on how these plays should be executed. I use the following situations in the *Diamond Drill* workouts:

**Bases empty, no outs:** (1) Singles, doubles, triples and home runs with special

emphasis on base running, relays, and backing up. (2) Grounders to the left of the pitcher, to drill him in covering first, and in working with the first baseman. (3) "Texas Leaguers," to teach infielders and outfielders who is to catch what flies, and how to avoid collisions and "Alphonse-Gaston" acts. (4) Bunts for the catcher to handle.

**Man on first, no outs:** (1) Bunts, with the pitcher handling, and the catcher calling throws. (2) Bunts, with the catcher, first and third basemen handling the ball. (3) Double plays, starting with the pitcher, catcher, and any of the infielders. Extra work is required when the double play is started by the first baseman. (4) Singles and doubles to all fields, for drill on throws to bases, backing up cut-offs, and base running. (5) Fly balls for practice in base running, and in returning the ball to the infield by outfielders.

**Man on second, no outs:** (Split the base running squad, half of the squad in a line just beyond second base.) (1) Hits to all fields. Stress the futility of throwing home, when there is little or no chance to get the runner.

**Man on third, no outs:** (1) Flies to the outfield, to give base runners practice in the tagging up, and outfielders practice in throwing to the home plate. (2) Grounders to infielders to teach the catcher how to cover the plate, how to tag runners.

**Men on first and second, no outs, or one out:** (1) Bunts. (2) Grounders to infielders for practice on force-outs, or double plays. Eliminate throws too late to get the batter. (3) "Infield flies" to teach the rule in action. Use a few bunt flies, line drives, and foul flies so that the players will learn all angles of the play.

**Bases full, no outs, or one out:** (1) Grounders for practice on force-outs, and double plays. (2) "Infield flies." (3) Hits to all fields for practice in backing up, cut-offs, and tight fielding. This is a good situation to stress economy in throwing.

Some of the above plays should be practiced with two outs. Remember, there is no "infield fly" with two outs. Remember, also, that although only the batter must be put out to end the inning, a force-out at second, or third often may be an easier play.

There is one danger to be avoided in using the *Diamond Drill*. In working plays, involving long throws, there is danger of overworking a player's arm. For outfielders, especially, the drill should be carried out on a reasonably short schedule.

The drill is quite valuable as a conditioner, since a coach may work any player, or set of players, as he desires. If a coach wishes to work a pitcher, he should supply him with ample bunts and grounders to his left. Several successive long hits will run the outfielders into a good sweat. The base runners, in the meantime, get a real workout, and the infielders are active on practically every play.



# Defensive Baseball Tactics

By  
H. S. DeGROAT



**D**EFENSIVE tactics in baseball, as discussed in this article, are primarily for the information of hundreds of energetic, courageous teachers in our small high schools who are doing more than their share to keep baseball alive in the United States. As coach of a college baseball team, I encountered but few of the problems these men meet. Returning recently to the public school situation, however, brought to my attention the tough job facing the teacher who coaches a school baseball team. One can see very easily why numerous schools have no teams. Many schools for example, have had no trained coach, for a matter of years, and many schools will be without a coach for some time to come. The backlog of trained baseball coaches is small, if it exists at all. College physical education majors have not been over-populated with students for many terms, so these untrained men must carry on.

Building a team from scratch is an experience which most college coaches have not been forced to undergo. It is more than getting experienced players together, and taking them on a spring training trip, to get them baseball-minded, and to polish their skills for the coming season.

One season with a small high school group of perhaps fifteen to eighteen semi-interested players would enlighten almost any college coach. Besides building up the necessary individual skills, he would find himself dealing with the building of confidence and the courage to fight when the team is defeated 16-1, or 12-3, in game after game. In addition, he would find that the boys have no idea what a real workout is like, or what it is to practice thoroughly.

One season, my advice to young ball players was: *Go out there running, and come in running. I do not care what the score is, as long as you fight.* It paid dividends because the season's end found us winning from a team on its home field, after the same team had "trimmed" us 16-3 on our own field earlier in the season. That season also brought out more emphatically the truth that baseball requires a tremendous amount of practice

and experience, before winning teamwork can be developed. Half-hearted practice, and wishful thinking will not win games. A glove and a pair of spiked shoes never made a ball player. It takes real work. Luckily, most boys like it.

Defense in baseball starts with those tactics which involve the individual player, then advance in their complexity to involve the players nearest at hand, those around a base, and finally to situations involving the whole team.

## Individual Defensive Skills

The catcher—director of defense—falls heir to a whole battery of defensive tactics and skills which determine his ability as a director. His ability required in throwing the ball back to the pitcher, or on to second, first or third, calls for ample practice in early sessions. In every case, he should be able to throw from the same stride which he uses while throwing back to the pitcher. Thus, he is able either to throw to first or third while stepping toward the pitcher. A catcher of slight build often speeds up his throw to second by using a "jump stride"—hopping his feet into the throwing stride—while the ball is on its way to him, so that he gets the ball away without delay.

Flashing signals, fielding his area, backing up first base, covering third base on bunt-and-run plays, and catching high fouls, or pop-ups, near home plate are all very necessary defensive skills for the catchers.

## Defensive Rules for Infielders

There are several general defensive rules for infielders, all of which involve their skills as individual players. I think it is important to advise players of these skills early in the season. Tell them to *play the ball, and not let it play them.* Advice should be given also on how to toss the ball to another player—*always toss it to his heart.* This allows the player receiving the ball to catch it easily, to get it away fast, to contact the base more easily, and to avoid an approaching base runner. Another thing

the player must learn, is to *keep the tossing hand and arm out and away from the body*, so that the player for whom the ball is intended may see it all of the time. Whipping a ball from behind, by the thrower, causes many a fumble by the receiver. This skill is especially important for the first baseman, when the pitcher comes over to cover first on "tricky" plays around that base. It also comes into play between the "keystone sack" players. These second base tenders apply this general rule when they field a ball in their territory: *Toss the ball, if moving toward the base while fielding a batted ball; throw it, if moving away while fielding.*

One more defensive skill which all infielders must master is the ability to run down base runners, caught between bases, and to make a one-throw put-out. The success of this play depends upon the position of the put-out man. He should be at a spot *six feet from the base.* The ball must be held up in sight by the chaser, who runs the base runner back quickly, and makes an accurate, well-timed throw from the put-out. As the runner approaches, the receiver must not retreat.

If a throw is not timed correctly, or if the baseman because of distance, must throw early, the base runner will start back the other way. *Infielders who use more than three throws to make a put-out need more practice.* I prefer the *pincher style* of defense when more than one throw is required. After each throw by the infielder, he goes past the base runner, passing on the right, and takes a position behind the other infielders involved in the run-up. In this way, each infielder tightens the ring around the runner, forcing him back toward the base from which he started. In this system, the short stop, second baseman, first baseman and pitcher work off first base. The pitcher and third baseman assist the short stop and second baseman off second, and the catcher, going to third, makes the fourth man on the play. This type of play is shown in Diagram 1.

Another skill vital to success is best explained by two incidents. We had a headstrong first baseman one season who



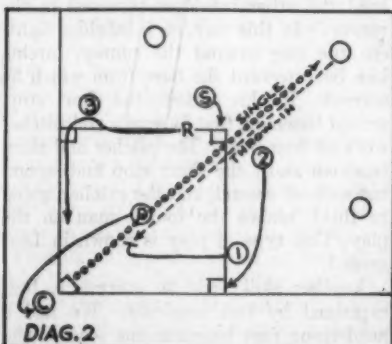
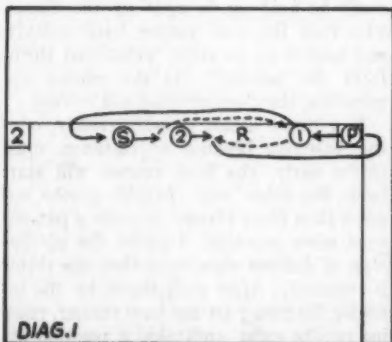
was often late to practice, especially when work catching fly balls was in progress. He had a try-out with a professional team after graduation. His poor moment came when attempting to catch a fly ball back of first.

Another incident occurred on Yale's diamond, when we were two runs ahead in the ninth, with two out. In this case it was not so much the skill as the lack of co-ordination on the play. The short stop failed to assert himself, and call for the ball which he could have handled very easily. The third baseman kept drifting back under the high fly, only to muff it, and let the tying runs cross the plate. The fact that the wind, blowing from back of the grandstand, piled up as it came over a sloping roof, caused a current of air which carried the high fly ball back of the third baseman.

Inter-play, and co-ordination of infielders on the defense, the pitcher and baseman at first, the short stop and second baseman at second, and the pitcher, third baseman and short stop at third, must be emphasized. All must function smoothly which means practice on individual skills, and also *learning to talk to each other* as the situations arise in a game. For example, when the short stop tells the second baseman to stay out there, and let him take the throw on the next pitch, it may mean that he thinks the hit-and-run play is on, and that the batter may try to hit through the second baseman's hole.

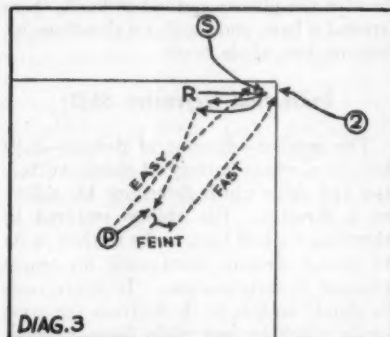
### Defensive Team Tactics

Team defensive tactics become more



complex, as the team advances in its individual abilities and in baseball experience. Probably, the essential tactics start with those needed to catch runners off base, the determination of who the cut-off player and who the backer-up shall be on throws to the bases, after singles have been made to the outfield and runners are on base as in Diagram 2, breaking up steals, the squeeze play, and other offensive tactics of the team at bat.

The pitcher's part in holding runners close to the bases, and in picking them off base, is difficult to learn. Clear thinking on the mound is not easy for the youngster just starting his baseball career. Concentrating on the batter is about all that most of them can be expected to do for a good part of the season. Part of his training must be practiced in *change of time of delivery* to the batter so that the runner on first is held there or caught as he tries to steal. *Breaking up the twenty seconds*, allowed on the rubber, into varying periods of waiting and looking, requires thinking and poise. Practice must be put into the throw to first base, and into set routines

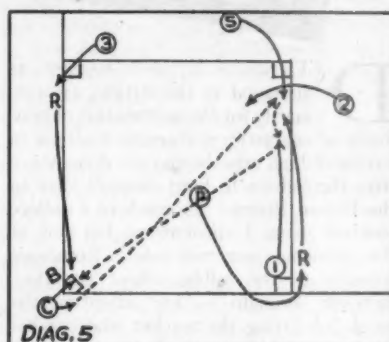
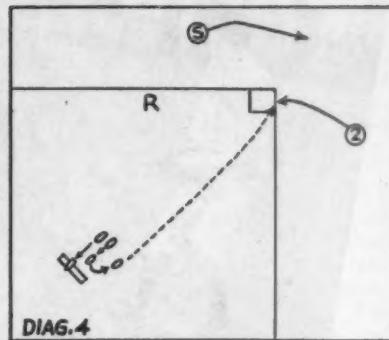


worked out by the coach, to catch runners off first base. Some pitchers toss a slow throw to first, and then follow with a fast one to catch the runner.

There are several plays, to catch the runner off second base, but, again, the proper time to use them is the difficult problem with which the young pitcher struggles. A pitcher is much like a quarterback in football. He may be given any number of plays to use but the proper use of them comes only with long experience and poise.

One play is for the pitcher to throw an easy one to the short stop, as he forces the runner back to second, as shown in Diagram 3. The short stop then runs a step or two back up the base line, before throwing the ball back to the pitcher, in an effort to draw the base runner from the base. The pitcher catches the ball, makes a feint toward stepping on the pitching rubber, and then turns and throws to the second baseman who has timed his arrival at the base to coincide with the arrival of the ball for a put-out.

Another play is on an arranged signal, either from the short stop to the pitcher, or from the pitcher to the short stop. This



play, as shown in Diagram 4, works as follows: As soon as the pitcher's delivery foot touches the rubber on the next play, he turns and throws a fast one to the base. The short stop or second baseman times himself to be there. The second baseman has a better chance to get the two-step advantage needed over the runner to catch him off base.

There are other more complex plays to catch the runner at second. If the pitcher can be taught to try these plays when he needs them most—when a good hitter is up and two are out—the coach may begin to enjoy sitting on the bench.

Steals, with base runners on first and third, in early season often catch a green team unprepared to stop them. It requires full teamwork and expert ball-handling to stop stealing, or to make a put-out, if the double delayed steal is attempted under these conditions. A team which allows the runner on first to trot down to second on the pitch, without throwing, because the runner on third may attempt to score, is not a routine which a coach likes to watch. Worse yet, is to have the other team score when the catcher does throw, and the team messes it up.

There seems to be two ways of working against this situation. One is to throw through to second base. If the runner from first holds up, the short stop is faced with the problem of chasing him back for a put-out, and, also being on call at any instant to shift his attention, and throw home if the runner breaks from third. This means a score, and a runner on second base. Mere training of the second base-

(Continued on page 41)



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# The Development of High School Athletics and Their Administration

By Charles E. Forsythe

Director of Michigan High School Athletic Association

**T**HERE is no activity sponsored by American high schools today which receives student, school patron, and general public interest and support to the extent of that given the athletic program. From the little crossroads country town high school teams, recruited from the forty or fifty students enrolled, to the big city "college" high schools with their hundreds of students, it's still "our team" that they are rooting for. Athletics have a way of developing a sense of loyalty, and of "belonging" to something. Loyalty must be properly guided, as well as guarded, and athletic loyalty has rules both for players and spectators.

## Fouls and Penalties

Our interscholastic games, with their recognized and respected playing rules, provide the pattern for equitable competition. To make certain that a contest is played according to the rules, we have officials to enforce them. The high school lad soon learns that a violation of the rules brings a penalty, not only to him, but also to the team of which he is a member.

That is the toughest kind of a penalty, too, because it affects the other members of the team, *those who did not commit the foul*. Many of the heartaches connected with men and women in our prisons and penitentiaries today would have been unnecessary had they learned early in life that, when an accepted "rule" of society is broken, there is a penalty which follows, and that it affects more than just the offender.

## Democracy An Athletic Contest

We must not overlook the fact that athletics have great potentialities for teaching many things which are closely related to real life situations. Much is said about co-operation, teamwork, fair play, sportsmanship, and loyalty in connection with athletics. Cannot the same things be applied to a school itself, or the community, state, and nation in which it is located? The late Major John L. Griffith so appropriately said on numerous occasions that: "Democracy is a glorified athletic contest." He pointed out that the playing rules and game officials correspond to our enacted laws and government officials; that fair play and sportsmanship in a game could be likened to society's code of

**C**HARLES E. FORSYTHE is state director of high school athletics of the Michigan High School Athletic Association in the State Department of Public Instruction in Michigan. He has held this position since 1932, with the exception of three years during which he was an officer in the United States Navy. Commander Forsythe was Assistant Officer-In-Charge of the Physical Training Section of the Navy, and had charge of the preparation of the "The Physical Fitness Manual of the U. S. Navy," as well as having a part in setting up the general physical training program in use at all Naval training centers. Mr. Forsythe also is the author of "The Administration of High School Athletics" published in 1939 by Prentice-Hall, Incorporated, N. Y. Material in this article, dealing with administrative details of athletic contests, is based on this book.

ethics, and professional and business standards. Certainly, the guidance of player and spectator loyalty, and support at athletic contests is a job which our schools must assume because it is one which deals with millions of young Americans today, who, tomorrow, will be occupying the places of leadership and followership in this great nation of ours. American education has long since discarded the old theory that its sole responsibilities deal with books, subjects, maps, and globes. High school boys and girls are "alive." They are living today—right now—and the things they do are important to them. The school day does not begin at nine in the morning and close at three in the afternoon. Rather it begins when the student programs begin, and lasts until all school-sponsored activities are concluded. Our schools must never assume the attitude that youth is static, and that it is something which can be turned off and on at the convenience of adults.

**T**HIS article by Mr. Forsythe was prepared for the March Anniversary issue. Because of the length of the material it would have been impossible to include the article without cutting parts or continuing it in the following issue. The editors felt that this was the finest material on the subject they have seen and to in any way alter it would destroy the effectiveness. It is believed that this material will be extremely valuable in assisting our readers to better organize their athletic contests.

## Athletics In Our Schools

It was not by accident that the athletic programs which we have in our high schools today came into being. They came from the outside because it was realized that they had inherent values which could be made part of youth's education. It also was recognized that competition was an important experience for boys and girls, and that schools had the proper controls to make it worthwhile. With the growth in high school enrollments during the last one-third of a century, many of the curriculum offerings have been things that modern youth and modern ways of living have demanded. Such offerings as industrial courses, commercial work, music, art, agriculture, home economics, physical and health education, and athletics have come into our school programs because the students and school patrons have demanded them. That is as it should be because that is the way democracy works. It is significant that practically every high school in the United States has at least some facilities for interscholastic athletics, and employs one or more members of its faculty—at public tax expense—to direct the program. Quite obviously, the time is long past when athletics can be classed as a non-school activity.

## The War's Disclosures

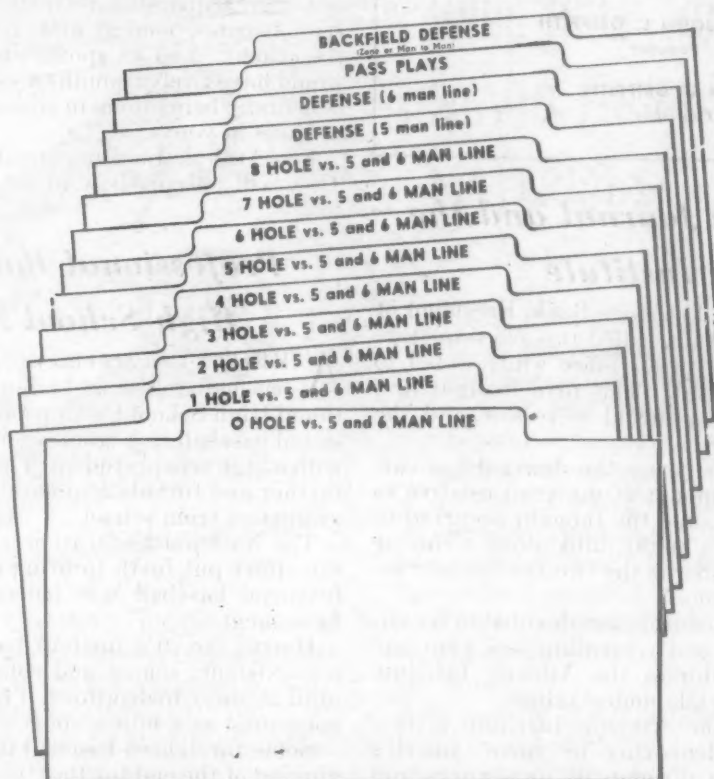
World War II taught us a few things about the values of physical fitness and athletics. It showed that, at the beginning of the war, our young men of high school and college age were not in good physical condition. Arm, shoulder-girdle, and abdominal muscles were woefully weak. Thirty per cent of the white men coming into the Navy were unable to swim fifty yards. Among Negroes the percentage was half again as high. The leg condition of men was better than anticipated, probably because we are primarily a nation of "leg" games—football, basketball, baseball, track, tennis, and golf. But the discouraging revelation was that there was very large proportion of men who neither knew nor had had any experience in any types of games of organized competition. They simply did not know how to play, even games of low organization. Somewhere along the line the schools or recreation agencies had failed to provide this

(Continued on page 42)

# PLAN AHEAD

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# The ATHLETIC JOURNAL

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Publisher

## *The Athletic Journal and the Athletic Institute*

LAST week Colonel Theodore Bank, President of the Athletic Institute, called this office to state that a gentleman was in his office who wanted to subscribe to the JOURNAL. This man thought that the Institute and the Journal were one and the same.

During the past few years the Journal has carried a considerable amount of material relative to the Athletic Institute, and the thought occurred to us that possibly others might think along a similar line. Such is not the case as the two are entirely independent organizations.

Because both organizations are devoted to the advancement of sports and recreation the ATHLETIC JOURNAL heartily endorses the Athletic Institute and its many worth-while undertakings.

The program of the Athletic Institute is far-reaching and is endeavoring to make America sports conscious both through its own works and through co-operation with existing organizations. We have asked Colonel Bank to prepare a series of articles relating the work of the Athletic Institute and a frank discussion of its program. The first of these articles appeared in the March issue and discussed principally the work of the National Recreation Association. The second article in this issue stresses living war memorials.

From time to time the ATHLETIC JOURNAL has preached the gospel that you coaches and athletic men are the leaders in your community. No one on the faculty has as close association with the student body as does the coach.

You then owe it to your country, your community and to yourself to take up the reins and lead in this important job of making America a land of sports and recreation.

You owe it to your country, because history has proven that the great nations of the world were sports conscious. Greece, Rome, the playing fields of Eton, and our own experience in the past war are proof of the above statement.

You owe it to your community to provide the leadership necessary to build playgrounds, ball diamonds, swimming pools and the like. Whether you believe that heredity or environment is the determining factor of a person's character, you cannot deny the fact that lack of suitable play areas have been a tremendous influence in increasing the juvenile delinquency problem of today.

You owe it to yourself from a financial as well as humanitarian standpoint. Who is better qualified to be the community sports and recreation director than the coach of the community high school? Who is better acquainted with the facilities, the industrial leagues, church and Y.M.C.A. leagues than the coach? You as sports and recreation director would have twelve months a year employment. This is actually being done in some communities. It can be done in yours.

The Athletic Institute stands ready to assist you. They will tell you how to get the ball rolling.

## *Professional Baseball and High School Athletes*

A RECENT agreement between professional baseball, major and minor leagues, and the National High School Federation prohibits any professional baseball club from entering into an agreement with a high school student. The agreement goes even farther and forbids contact until the student's class graduates from school.

The National Federation is to be commended for the effort put forth to bring about this move. Professional baseball was indeed wise to accept this agreement.

During the 20's amateur baseball was practically non-existent; school and college baseball declined, until at many institutions, if conducted at all, it was sponsored as a minor sport.

Some farsighted baseball men saw in this the beginning of the end for the "nation's pastime." Professional baseball lent valuable assistance, financial and otherwise to such programs as the American Legion Junior Baseball program. School men worked diligently in reviving interest in the game and sporting goods manufacturers supplied money and materials. The efforts of all were successful as 1940 found more schools and colleges competing in the sport than ever before.

Both parties to the agreement referred to above realize that, were some such an agreement not worked out, school baseball would soon again be on the decline as we knew it in the 20's.

We do not feel that professional baseball went far enough when they limited the agreement to members of the National High School Federation. We think the agreement should have given protection to school baseball everywhere.



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**C**OACHING track offers man one of the finest opportunities in the entire athletic and educational field to develop the characteristics of Americanism in our young men. To accept this challenge, one must know not only the techniques involved in the many track skills which are fundamental to man, but also the tremendous importance of psychology upon young men.

It has been said many times that track is a sport where the participant is on his own and, therefore, that the characteristics of courage, stamina, initiative, and the desire to excel are given unlimited oppor-

with something more than sweat. To feel in his heart that he did his best, and that the coach and his team mates were not let down, is a feeling which can be realized only when a boy believes in this motto *It is very easy to be ordinary, but it takes tremendous desire and effort to excel.* This motto is one of two rules which the Baldwin-Wallace College track team follows, and it is a "religion" with our boys. The other rule is that any time a boy quits in a race, or falls down on his job, his suit is turned in at the request of the entire squad.

To follow out this idea of coaching track,

best."

In order that boys may practice each day with a purpose in mind, and with direction, a program must be made for each boy at the start of the season. To be a quarter-miler, and win is one thing. To be a 48-second quarter-miler, after months of hard work and purposeful practice, is another. Many good 440 men could be much faster if they ran with some other idea in mind than just winning. Some day the boy who "kicks in" to win, in the dual or early season meets, will discover that it just is not "in the books" against the champions or the men who ran with a

# Track—The Psychological Sport

By Eddie L. Finnegan

Track Coach, Baldwin-Wallace College

tunity for development. This, of course, is true. However, these traits or characteristics do not come to the individual without effort. And, the effort must be exerted not only by the participant but also by the coach. Too many athletes "just go through the motions." They are too easily satisfied with their performances. It is the writer's belief that the track coach's first responsibility to his boys is to create in them the aspects of track which are not physical in nature. In other words, a boy who has direction of purpose and desires excellence will coach himself to a great degree in the physical skills of track. But, this is not enough. He must be made aware of the associated and concomitant learnings in track which will enable him to advance from mediocre performances to the field of champions. We have too few champions in comparison to the number of contestants. With this in mind, the following suggestions are offered as a possible aid in coaching track.

The first requisite of the program is to build a feeling of loyalty and affection between the track man and his coach. It is most difficult to "fool" athletes with false or untrue affection and loyalty. Sincerity of one man to another rings a true tone, and the boys feel this immediately. A coach should feel that each member of the squad is "his own boy," and the loyalty and affection derived from this belief allows the boy to place his utmost confidence in his coach. The boy's loyalty and affection to the coach must be so sincere, and so great that, when difficult decisions of courage, endurance or ability have to be made, he will accept the coach's wish even though he may not be in agreement. He must accept it completely, be confident that he will be able, and must accomplish what he has set forth to do.

The next step is to build in each boy a desire to excel, not be satisfied with being mediocre. Any practice which entails effort and hard work should be rewarded

**EDDIE L. FINNIGAN**, who graduated from Western Reserve University in 1933, has been on the coaching staff of Baldwin-Wallace College since that time. In addition to being head track coach, he is assistant coach of football and basketball. As all-Ohio collegiate champions, his 1945 track team won ten meets, lost none.

a coach must be with his boys constantly. He must talk about great names in track, world-record times, school heroes, and school records. The coach will find that a skull meeting every Monday afternoon, before practice, to talk about the results of the previous meet, will assist in creating individual and team spirit. Also, a meeting on Saturday after the training meal helps the team cause tremendously. Before a meet our boys are told exactly what we think they can do in their event for that day. It is wrong to build false hope in a boy, or create a desire built only on enthusiasm. The advice, or job to do, must be based on the past performances of the boy, his improvement, and complete understanding of a scouting report of the opponent's team and individuals. Of course, the visiting team's record should be discussed individually with each varsity man every day during the week before the meet. It might be said that this type of coaching puts pressure on the boy all week, and defeats the boy's last minute swing of enthusiasm. I disagree thoroughly with this point of view. A boy must be made to realize that greatness comes only from effort and desire, and that the effort and desire must be a part of him, not only on the day of the meet, but in every day of practice throughout the year. If we are a contributing part of the entire program of education—and we are—we must give the boy the opportunity, every day and every minute, to learn lessons which will develop conduct enabling him to "live most and serve

planned purpose in mind. Each of our boys at the start of the season has a goal to achieve in his specialty, and he works toward that end all season. For example, it is fine for a 440 man to run 52 seconds consistently. But a quarter-miler who is desirous of running it in 48 seconds has to do something more than just go through the motions. He must have the coach's loyalty and affection, he must plan hand-in-hand with his coach, for the entire aspect of a 48-second quarter, and both boy and coach must think of this every day in the season. To illustrate this all-season psychological attack on the performer, let us cite a practical example.

Lee Templeton reports for practice. He has all the physical and mental qualities of a great prospect. He has run the 440 in high school in 52 seconds, and he has ambition. At this time—the first day—the coach begins his selling program of a 48-second quarter. The coach should break the quarter into 110-yard sections, and sell the idea of pace and time knowledge to the boy. The boy must realize that the factor of time and pace is something which takes patience, hard work, stamina, and great desire. Perhaps the boy will not make the 48-second quarter. He will, however, through his effort run a much faster race, and a smarter race, than if he ran with nothing but his legs. If we, as coaches, cannot instill the value of planning in our boys, then we cannot expect too much from the boys in the championship meets. Again, it is very easy to be average, but it takes tremendous desire and effort to excel. This applies, not only to the performer, but to the coach as well.

The psychology of track coaching is also related very closely to hero worship and inspiration. Every coach and track man should see the National Championships each year, just to be certain that the almost impossible in times and distances is possible. It is an excellent plan for a

(Continued on page 51)

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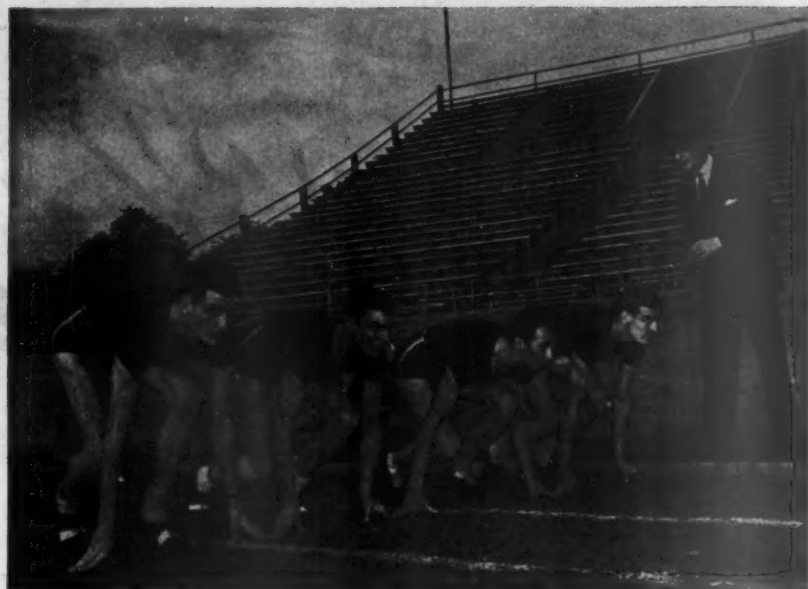




# Training for the RELAY

By  
W. J. Anderson

Track Coach  
Vanderbilt University



**T**HE most thrilling event of a track and field meet is the relay, which usually concludes the meet. Since it may call for the effort of any one man on the squad, training for the relay necessarily involves training of practically everyone on the team.

In 1920, Vanderbilt had only three track men who could run the quarter and we enlisted the interest and services of two weight men, both linemen and starters on the football team. Against twelve teams in the relay, this makeshift quartet won and set a new record in the Southern Inter-collegiate Athletic Association. Cited, this, in evidence.

In early season, we have found it convenient, interesting and wise to condition all runners around the 440. It is less hazardous in cold weather for the sprinters and hurdlers, and more appealing to the distance men. Cold weather may possibly contribute to a pulled muscle in the sprints or hurdles.

Light work for at least ten days should initiate the season. It is our feeling that the entire group, both track and field, should jog a mile or more each day as the sole assignment for this period. Start the season ten days earlier in anticipation of this prime effort. Jogging builds the calves, adds spring, does not tax the heart, and serves notice on the body to build for more severe tests. Jogging should be a requirement for all contestants every day throughout the season. Jogging should be done on the toes, not stiffly, allowing the heels to touch but not hit the track.

After eight or ten days, all track candidates should stride a lap at a half mile pace. For a week, this pace should be accelerated to approach the runner's best effort. On or near the fifteenth day all runners may well be divided into groups to run the four forty, after they have

jogged and taken a few "wind sprints." These groups should be rearranged to allow runners of near equal ability in the same heat. Competitive tests tend to decrease the punishment, add to the zest, and expedite development. A week of this, and then the runners may well enter their own events. May we suggest a system of running half milers about two quarters each week—for instance, one on Tuesdays, and one on Thursdays. It tends to add to their speed. Likewise the 220-runners, and hurdlers. It fortifies endurance, and breaks the monotony.

In training, hard work offers the most telling contribution. Ample sleep, fresh air, pure water, wholesome food well masticated, clean thoughts, and good habits are essential, but the only way to break the string lies down the track in the tiresome grind of gruelling tests.

Some boys are inclined to miss practice on any excuse which may seem valid. Consistent practice tends to perfection. The opponent of equal talent, who responds to the daily call, is justly one day ahead on the day of the meet. The rival who gains a day will enter tomorrow while your laggard is taking his foot out of yesterday.

Quite often a boy asks what he should eat. He expects the coach to know. It is important not only during the training season, but all through life. Our experience justifies the feeling that a rare, tender steak is very nourishing, lasting and strength-giving. A close second is a rare tender roast. However, an athlete may eat lamb, kid, fowl, and fresh fish. The last named is not a brain food. Raw vegetables and fruit are valuable. Vegetables should not be cooked with meat or grease. Cabbage is nourishing and palatable if cooked about 15 minutes in salted water. Butter or bacon grease may be poured

over the cabbage after cooking. Bread should contain no shortening. Dry toast is excellent bread and may be eaten with butter according to taste. Any shortening renders food harder to digest and far less agreeable to the system if cooked in the food. Fresh pork may be eaten occasionally, provided it agrees with the boy. As a rule, it is inadvisable to eat smoked meats or smoked fish regularly. All foods should be thoroughly masticated, and no liquids should be taken while food is in the mouth. Milk is an excellent food, but should not be drunk with the meal. It is well to delete cake and pastries. A small chocolate bar of the best brands is an acceptable dessert once a day.

The first relay was run about 1890. A flag was given to the starting man, to be handed his successor, and to be brought across by the last or anchor man. Later the touch system was used with each runner touching the hand of the next man. Occasionally the execution of the touch was questioned with possible embarrassment resulting to the judge. This system was changed to the baton, now universally used. The baton must be exchanged within the twenty yard zone outlined on the track.

Essential to a boy's best race is his "warm up" prior to the event. I have seen races lost because of the failure of the runner to warm up before he enters the contest. It should be done regardless of the temperature, and in sweat clothes, should the weather be cold or cool. The expression "warm up" may be misleading. The mind must let the body know that a test is coming. A runner who has participated in a preceding event needs very little warming.

In the earlier days the visible method of passing the baton was followed. Some  
(Continued on page 32)



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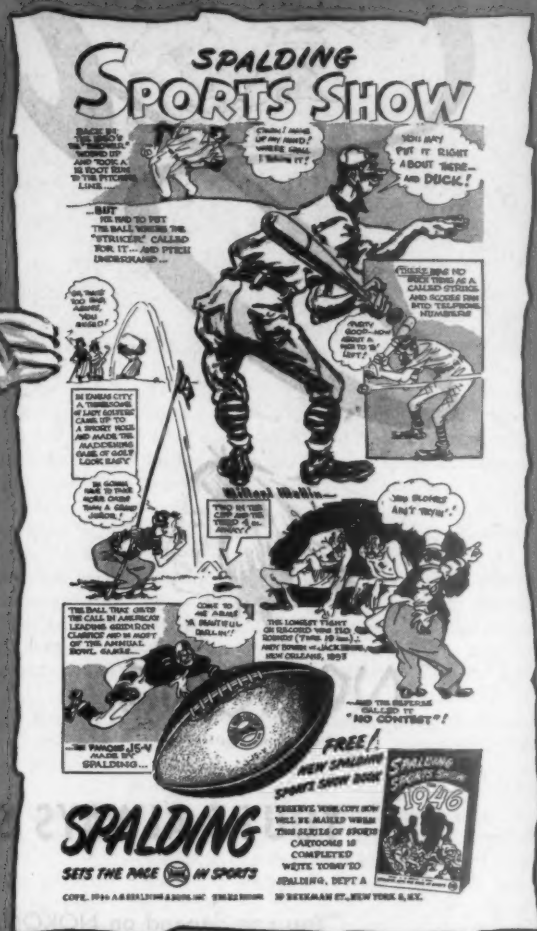
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*Captain of the Drake  
track team is Fred Feiler,  
twice National Collegiate  
Athletic Association cross-  
country individual cham-  
pion. Feiler, a junior at  
Drake, is from Dickinson,  
North Dakota.*



**FRED FEILER**



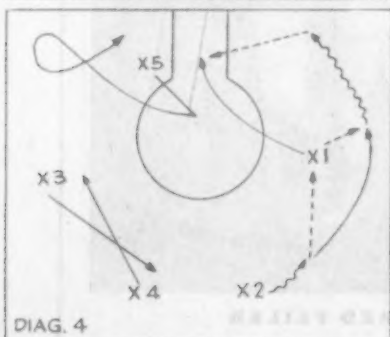
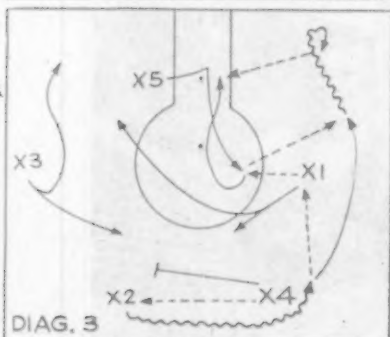
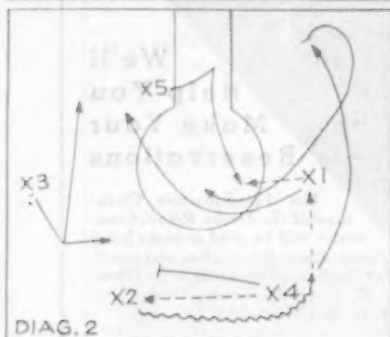
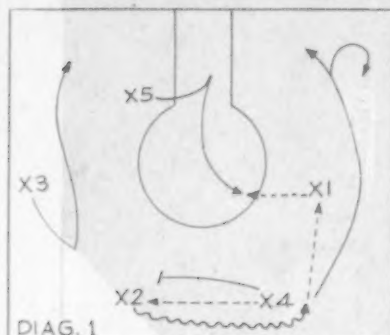
# Basketball Offense in the South

By CLIFF WELLS

Basketball Coach, Tulane University

remain out. The action of X3 is determined by the action of X1.

Diagram 4 illustrates the same action of a driving guard as that shown in Diagram 3, with the exception of action by X1, a forward. Note that X3 and X4 cross-screen to keep their guards moving. X2 passes to X1, and goes outside. X1 passes to X2 who may shoot from behind X1, or drive in to the basket. If X2 dribbles, X1 rolls. If X2 is stopped, he may pass to



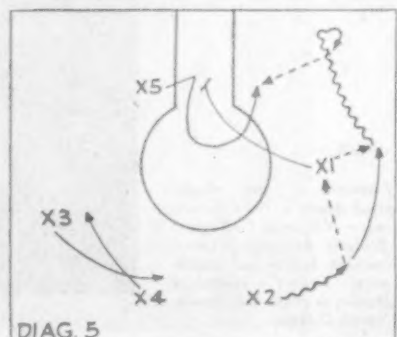
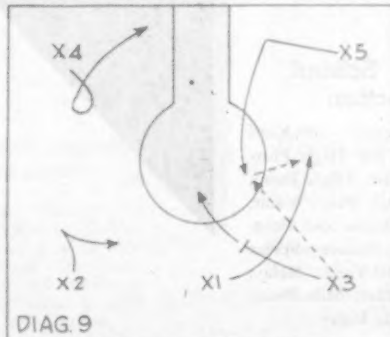
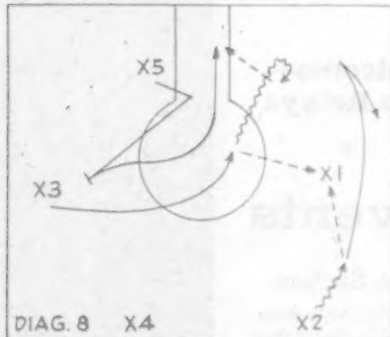
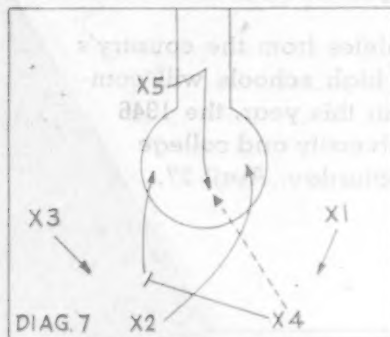
THE eighteen accompanying diagrams illustrate some of the best plays which I saw put in action by southern high school and college basketball teams during the past season. A vast majority of both school and college teams employed the fast break, but I noticed one or two examples of slow break offense which were outstanding. Man-for-man defensive tactics overshadowed zone defense.

Diagram 1 shows the position of the players on a slow break. Note that X4, who was six feet, ten inches, plays a guard position. This kept him back for defensive rebounds when the opposing team used a fast break. This style of play is nothing more than re-introducing the theory that the back guard stays in the back court.

Diagram 1 also illustrates the use of X2 as the driving guard. X2 may go under the basket, or he may go to the corner, turn, and come back out. Usually, the position of X5, in meeting a pass on a pivot, is at the edge of the free throw circle or lane. X5 may pass to X2, X1, or X3, or he may fake a pass and shoot.

Diagram 2 illustrates another action which may result from the set-up in Diagram 1. X2 may come off of the pivot, X5, for a one-handed shot. X3 may go under the basket, as in Diagram 1, or he may time himself to cut off on X2, if the latter fails to get a shot. X5, after any pass, rolls under the basket for a rebound.

Diagram 3 shows another use of the driving guard. X4 passes to X2, and screens X2. X2 dribbles across the screen, passes to X1, and goes behind X1. X1 passes to X5, and cuts to go in, or moves out across the floor. X5 passes to X2 who may dribble in, or if stopped, pivot and pass back to X5 who has rolled under the basket. X3 may go under the basket, or



X1, or shoot across the board so that X5 may rebound.

Diagram 5 shows X1 screening for the pivot. X2 passes to X1, and goes outside. X2 fakes a shot, and tries to drive in. X1 rolls, and screens for X5. If X2 is stopped, he passes to X5. X3 and X4 keep their men busy by cross-screening.

Diagram 6 illustrates the use of a cross screen by X3 and X4 to effect a scoring punch. X2 passes to X1, goes inside, sets

up a moving screen, and goes away as indicated. X1 dribbles across the floor off of X2's screen. X3 comes out of cross-screening, times himself with X1, breaks off X1 to receive a pass, and dribbles in to the basket.

Diagram 7 illustrates use of a big back guard to pass to the pivot man. X4 passes high to X5, and screens for X2 who drives in. X4 rolls, and goes in on the other side of X5. X5 may then pass to X2 or X4. X3 and X1 move out to guard positions.

Diagram 8 shows the pivot man screening to the opposite side. X2 passes to X1, and moves outside. X5 screens for X3. X1 passes to X3, and follows the pass. X3 may shoot or pass back to X1 for a shot, or X3 may dribble to the side, as indicated, and pass back to X5 coming off the screen set by X1. X4 stays out.

As indicated in Diagram 9, X1 and X3 cross-screen. X3 passes to X5 who has moved into the pivot spot. X3 screens for X1. X1 drives for the basket, after receiving a pass from X5. X3, after screening, may roll and go in on the other side of X5. This should be done if the defense shifts on the guard screen.

As shown in Diagram 10, X1 passes to X2. X1 and X3 screen for X5. X2 dribbles diagonally across the floor. X5 times his cut off of X2's dribble. X2 drop passes to X5 who makes a one-hand shot.

Diagram 11 illustrates a pivot man set-up. X3 passes to X2, and cross-screens. X2 dribbles off the screen. X1 moves up to the pivot spot, then out to screen for X4. X2 passes to X5, and follows the pass outside. X5 passes to X4, and follows the pass. X4 may shoot, pass back to X5, or play it to X2 going in from the outside.

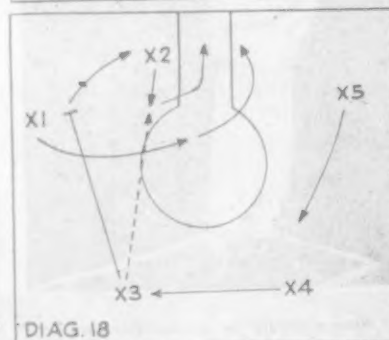
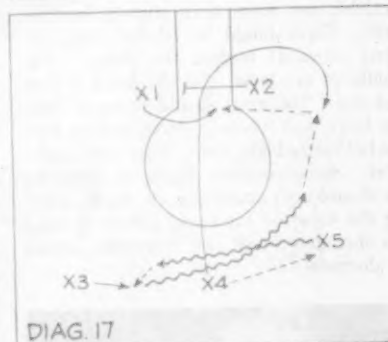
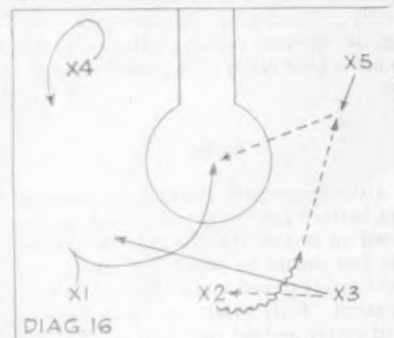
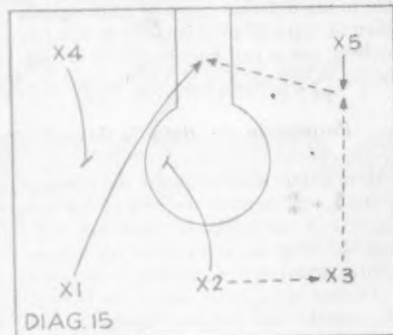
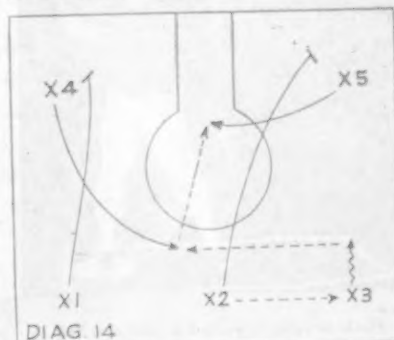
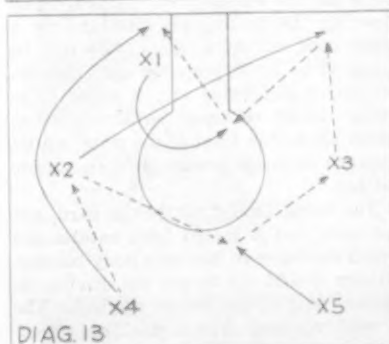
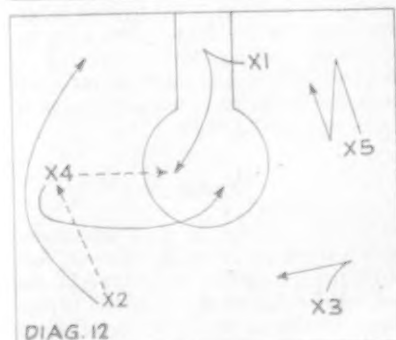
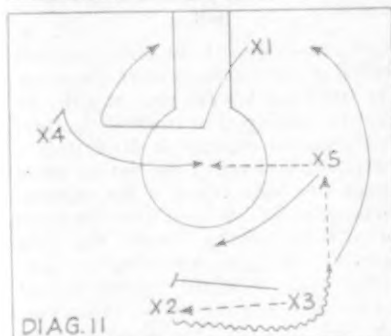
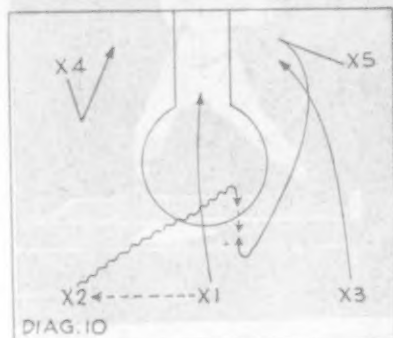
Diagram 12 shows a guard-around play. X2 passes to X4, and goes outside. X4 passes to X1 on the pivot spot. X4 moves out to screen X2, and then cuts off the pivot. X1 passes to X4, as he goes in. X3 and X5 keep the guards occupied by short faking moves.

Diagram 13 illustrates an effective maneuver against a zone defense. X4 passes to X2, cuts outside, and then "floats" in. X2 passes to X5, and cuts diagonally to the corner. X5 passes to X3, who passes to X2 in the corner. X2 gives the ball to X1 on the pivot spot, and X1 gives it to X4 under the basket.

Diagrams 14, 15, and 16 illustrate a set-up to use when leading by a narrow margin near the end of a game. The plays, by individual player cleverness, or by a definite system of screening to free a man under the basket, open up the area under the basket for close shots.

As shown in Diagram 14, X2 passes to X3, who dribbles and then passes to X4, when X1 screens for him. X2 screens for

(Continued on page 32)



# The Fundamentals of Batting

(Continued from page 9)

turning the bat in the hands while awaiting the pitch. This leads to hitting against the grain, and often results in a broken bat. The trademark should be facing upward when the bat is swung forward, ready to meet the ball. Occasionally it is advisable to use different types of grips against different types of pitchers such as fast ball pitchers, curve ball hurlers, and slow ballers.

## Position in the Batter's Box

Most hitters stand opposite the plate, or behind it, and toward the rear of the batter's box. A batter should stand well away from the plate so as to allow for a comfortable, natural, free swing. It is not practical to bat in the front part of the batter's box, toward the pitcher, except in rare instances against a consistent slow ball hurler. Position in the box may vary against different pitchers. However, this is not a good policy for youngsters to follow.

## Stance

After acquiring a desirable position in the batter's box, attention should be focused on stance. In assuming the stance the feet should be fairly well apart, but comfortably placed so that the body is well balanced. Body weight should be distributed evenly on both feet, with knees fairly straight, not more than slightly bent at most. Hips should be relaxed, and forward (inward) toward the plate. The shoulders are level, and the head is firm and still. The arms should be away from the body, and relaxed. Most batters hold the bat fairly high, about chest or shoulder level. Some common faults in assuming the stance are: crouching too much, keeping the hips too far back, failure to keep the shoulders level, and tenseness instead of alertness.



Stance should be comfortable and relaxed.

## Eyes on the Ball

As soon as the batter takes his stance, with the pitcher off the pitching plate or rubber, he concentrates on watching the ball. The head should remain still with eyes on the ball, and on the ball only. As the pitcher steps on the pitching plate or rubber ready to start his wind-up it becomes increasingly important to keep "eyes on the ball." A batter should watch the ball all the way, from the start of the pitcher's wind-up to the release of the ball, and until the bat meets the ball, or until the ball crosses the plate, in the case of the undesirable pitch. It is not considered a good policy to guess as to what type of pitch will be thrown. Concentration on watching the ball will sometimes reveal what is being thrown by some tip-off on the part of the pitcher, or by the spin on the ball.



Watch the ball closely, "all the way"

## Stride

The stride comes just prior to the swing. There is a rhythmic timing between the slight backward motion or "cocking" of the wrists to start the swing, the swing itself, and the stride. The stride, to a great



Body weight is shifted to the rear leg, just before the stride.



Stride toward the pitcher, and into the ball.

degree, coincides with the slight backward motion of the wrists to start the swing. The stride is a low flat step, or glide, toward the pitcher. The stride of the front foot gains its impetus or drive from a sharp push forward by the rear leg which sustains the body weight at this moment. On inside pitches the front foot—the stride foot—"pulls" slightly toward the third base side, for a right-handed hitter. The stride should be slightly inward toward the first base side of the field, for an outside pitch to a right-handed hitter. The opposite is true for a left-handed hitter. The length of the stride varies with the individual's hitting style. However, a short stride is usually desirable since this makes for better curve ball and change of pace—slow ball—hitters.

## Swing

The swing follows the stride immediately in a rhythmic throwing of the bat forward, toward, against, and "through" the ball. The swing should be as level as possible. On low pitches it is impossible to keep the bat exactly level. However, by lowering the hands and arms, and by a slight bend in the knees, the body may be adjusted so as to keep the bat from describing a golf swing arc, or angle. The swing should be timed so that the bat meets the ball in front of the plate, a little more so on inside pitches than on outside pitches.

The swing should not be too hard, nor too easy, but it should be a natural one which continues to maintain body balance. Batters should try to get the driving, or "meat" part of the bat on the ball. The type of grip used often affects the accuracy

(Continued on page 51)



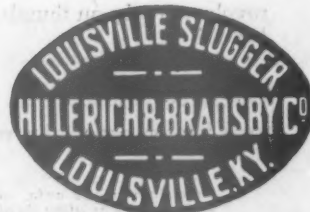
Training for the  
Relay

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## Training for the Relay

(Continued from page 22)

twenty or more years ago this plan gave way to the blind exchange. Now, the receiver is in running position and well under way—hand extended backward—when the baton is slapped into his hand. It is the receiver's responsibility to anticipate the distance from the passer and to leave fast, in the split second required for the best time. Should the baton be dropped in the exchange, the passer must recover and hand it to the receiver.

Since near-perfect passing of the baton requires quite a bit of practice, we suggest the procedure of having the relay team warm up with the baton. We station the runners about twenty or twenty-five yards apart, and execute it quickly. Four or five times should be sufficient for the warm up, finishing about ten minutes before the race.

Occasionally there appears an athlete of ability who boasts privately of dissipation both during the training season and out of season. Generally he is possessed of greater athletic talent than gray matter. Strict observance of regulations betters his time.

A coach has an excellent opportunity to influence the habits and thinking of those in his charge. His influence often surpasses that of all contacts with the faculty. A developing boy is quite pliable and receptive, and this condition is extended into young manhood. The privilege of coaching a team is accompanied by the responsibility of building character.

## Basketball Offense in the South

(Continued from page 29)

X5, as X4 passes the ball to him. Diagram 15 shows a play where X2 passes to X3 who passes to X5. Either X4 or X2 screen for X1, as X5 passes to X1. As shown in Diagram 16, X3 passes to X2 who dribbles around X3's running screen. X3 screens for X1. X2 passes to X5 who in turn passes down the center lane to X1.

As shown in Diagram 17, X4 passes to X5 who dribbles, stops, turns, and passes to X3 who cuts behind X5. X4 then goes to the spot indicated to take a pass from X3. X4 passes to X1, when X2 screens for X1 so that he may get a one-hand shot.

Diagram 18 shows a play where X3 passes to the pivot X2, and cuts outside to form a screen for X1, who cuts in for a pass from X2. X1 may dribble in, or take a one-hand shot. X1, X2, and X3 follow in as indicated.

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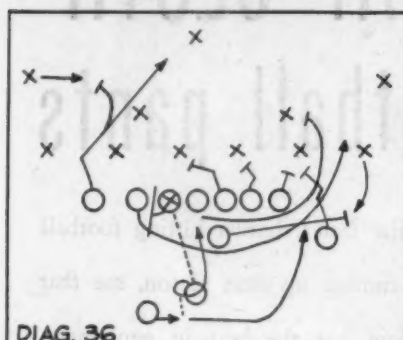
IN the 25th anniversary issue, a presentation was given of three prevailing systems of football—the Notre Dame, the single wing with unbalanced line, and the modern T. Because of limited space in the March issue, twenty-four plays showing variations in the single wing were held up for this issue. (Editor's Note.)

Diagram 36 shows an off-tackle play which has proved over the years to be successful, even more successful than the reg-

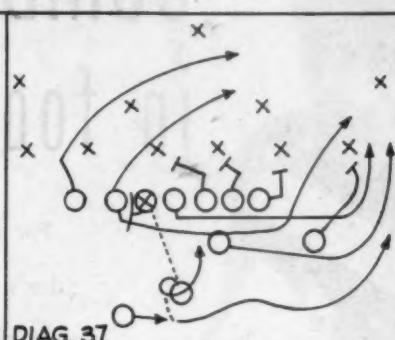
# The Single Wing With an Unbalanced Line

By Carl Snavelly

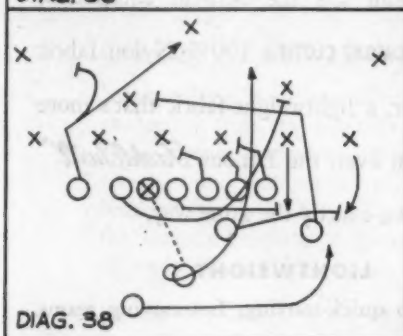
Head Football Coach, University of North Carolina



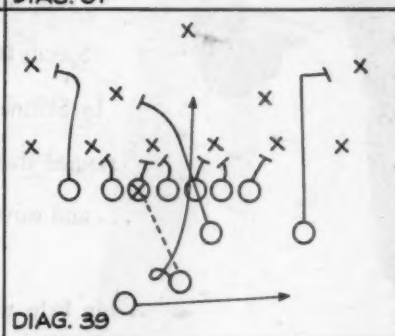
DIAG. 36



DIAG. 37



DIAG. 38



DIAG. 39

ular off-tackle play without the spin, probably because the fullback in handling the ball, masks the nature of the play until blockers and interferers get advantageous angles on the defensive men. It may be used with a full spin, half spin, or alternate use of both.

Diagram 37 shows a wide sweep which has proved to be a good long-gaining play and which serves to keep the defensive strong-side end from charging inward recklessly on other plays. I believe it advisable to use a play occasionally in which the wingback blocks the end inward for strategical purposes as well as for substantial gains.

Diagram 38 illustrates one of the best plays in football, one which has been widely used. The fullback may use a full spin, or half spin, or alternate them. The center should block the defensive end and tackle to the rear of the play. The tailback must make a good, hard, quick fake to go wide. If the defensive tackle charges in such a manner as to protect himself against the plays, shown in 36 and 37, he is a sucker for this play.

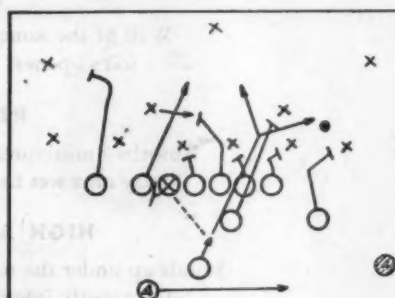
Diagram 39 shows a simple power-buck with double blocking. The fullback should

use a quick quarter spin and the blocking backer should take the more dangerous backer-up, whichever one it may be.

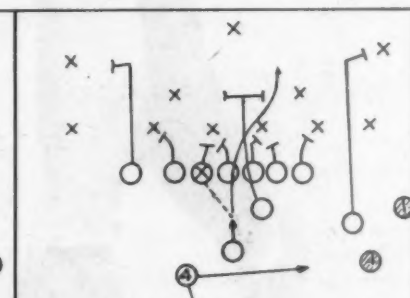
Diagrams 40 through 43 inclusive show several plays of the fullback-buck series which have proved successful. The play shown in Diagram 40 has proved to be not only a strong dependable one for short-gain situations, but a good long-gaining play as well. In short-gain situations, double blocking may be used on the guard and the wingback may help the end on the tackle.

Diagram 41 shows a strong line-buck which has proved over the years to be one of the most dependable plays for a short-gain situation.

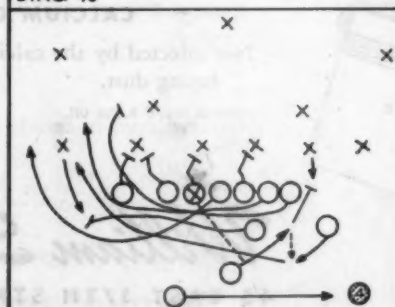
Diagram 42. On this play, the fullback simulates a buck into the line, but hands the ball off to the wingback. The fake of the fullback facilitates the blocking on the defensive tackle, and the first lineman in the interference, swinging wide around the defensive end, draws him out so that the block on the end is not difficult. After passing the defensive end, the wingback frequently is able to swing out behind the wide-line interferer and get outside the



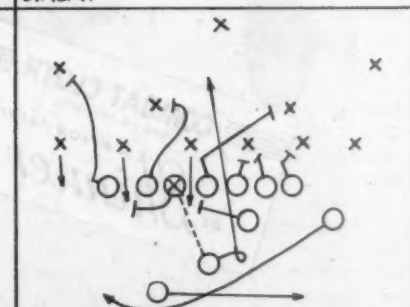
DIAG. 40



DIAG. 41



DIAG. 42



DIAG. 43

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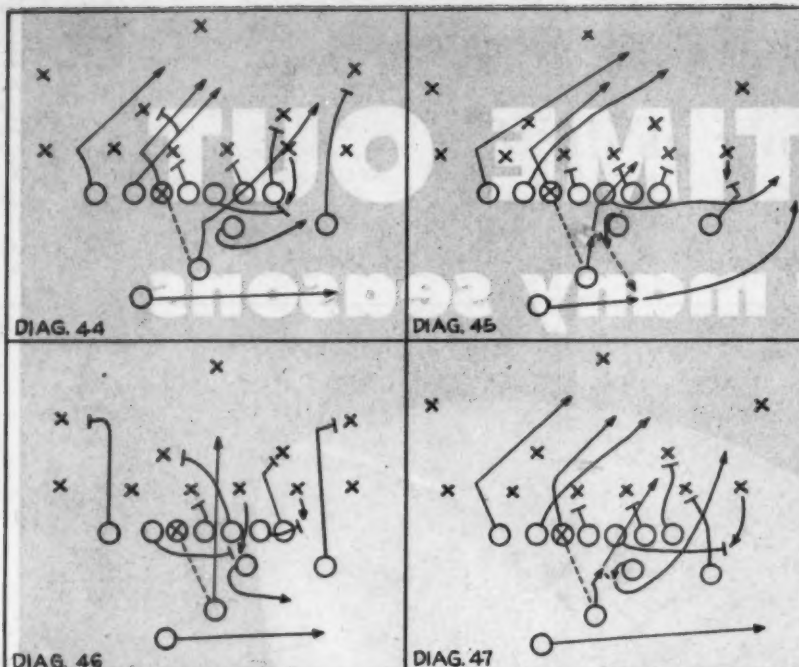
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defensive halfback for a long gain or touchdown.

Diagram 43 shows a simple mousetrap play which has proved to be very effective and which fits in well with the plays shown in 40, 41 and 42. As a rule, the fake by the fullback to the wingback should be made quickly and without spinning.

Diagrams 44 through 47 inclusive show a series of buck-lateral and fake buck-lateral plays which some teams and coaches have found to be very effective. Diagram 44 shows a mousetrap play on which the fullback makes a fake to hand the ball off to the blocking back who pivots to face him as the ball is snapped. Everybody should move quickly and fast; no delay is necessary. The blocking back, after pretending to take the ball from the fullback should simulate a backward pass to the tailback.

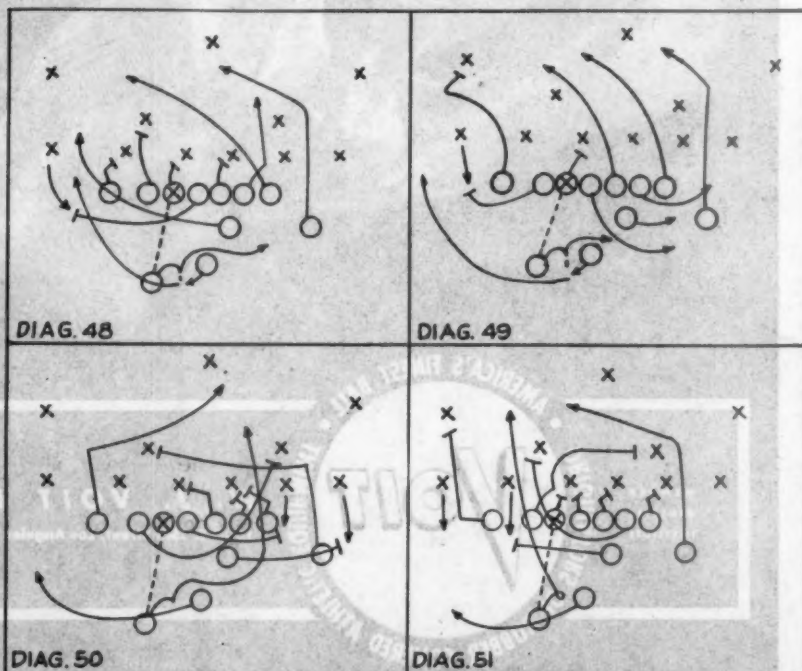
Diagram 45 shows the buck-lateral sweep, the wingback blocking the defensive end inward. Diagram 46 shows another mousetrap play, this time the guard being the victim of the mousetrap. The center, after passing the ball should pivot and block the tackle and end to the rear. The fullback simulates a hand-off to the blocking back who pivots and pretends to take the ball from the fullback and lateral it to the tailback. This has proved to be a long gainer, a very good play. Diagram 47 shows the blocking back taking the ball from the fullback, faking a backward pass to the tailback, but keeping the ball and carrying it off tackle. The blocking angles are good and the play has been successful in "tough" competition.

Diagrams 48 to 51 inclusive illustrate

defensive players in their places and making it dangerous for them to charge recklessly. Diagram 50 shows an excellent play with the same blocking as that shown in Diagram 38, an effective mousetrap on the defensive strong-side tackle. The tailback makes a quick fake to the fullback, feints to go wide and cuts quickly inside the tackle. Diagram 51 shows an excellent and powerful play on which the blocking back mousetraps the defensive weak-side tackle. Three linemen charge on the short-side guard, one of them going on to take the strong-side backer-up.

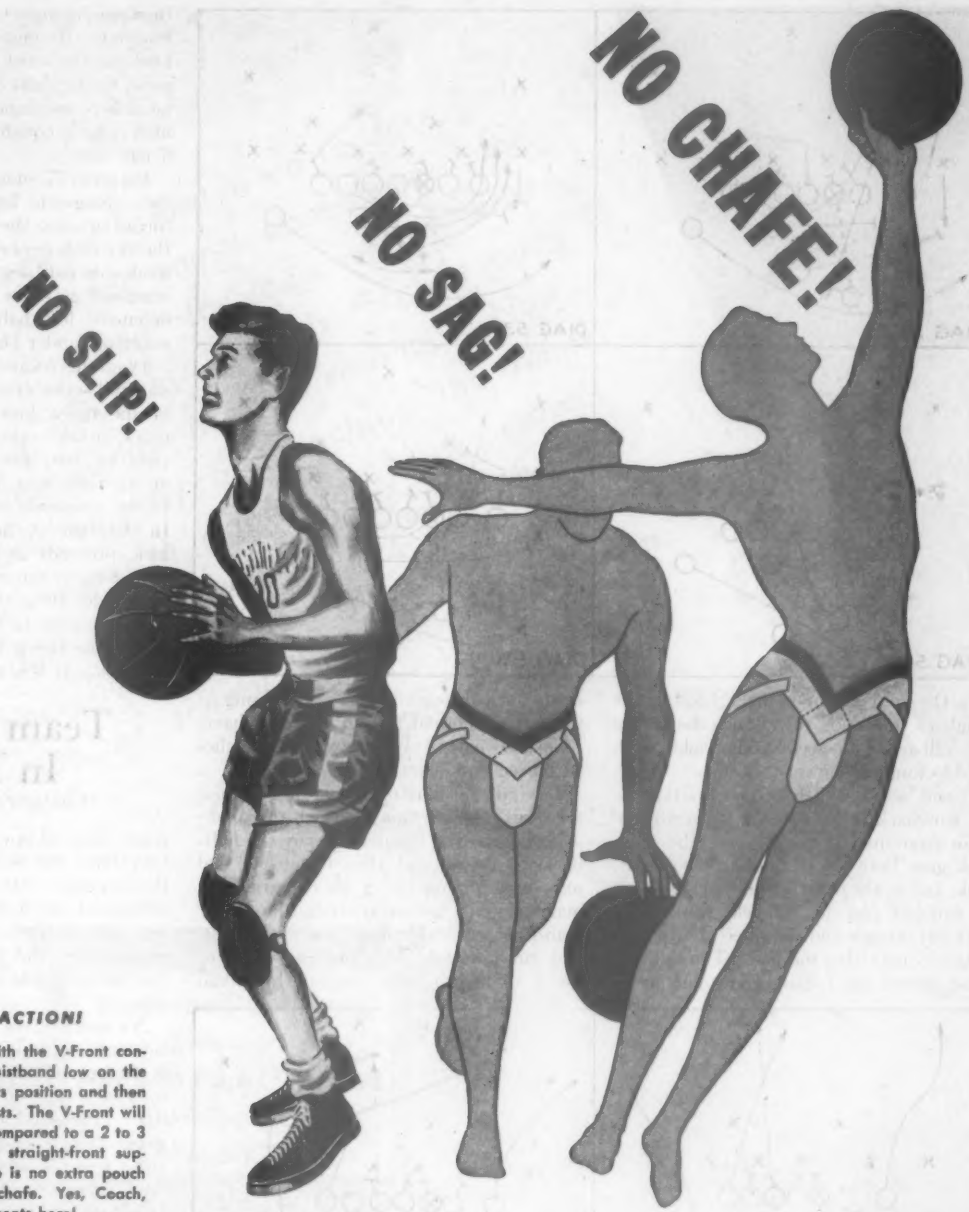
Diagrams 52 to 55 inclusive show a series on which the wingback is in motion before the ball is snapped. The timing will depend somewhat upon the speed of the wingback. Usually he should just be starting his third step when the center passes the ball. In Diagram 52, the tailback makes a quick fake to the wingback, the fullback blocks the end, the blocking back mousetraps the defensive tackle and the weak-side end should make sure that the defensive end does not crash inward and then go down to block the defensive halfback. The blocking pattern on this play, of course, is essentially the same as that shown in Diagram 51. Diagram 53 shows the play in which the tailback fakes quickly to the wingback in motion and then hands the ball forward to the fullback who goes off tackle with regular reverse-play blocking as shown by the diagram.

Diagram 54 shows the tailback faking to the wingback in motion, also to the fullback and going through the line on a mousetrap play with the blocking assignments being about the same as those shown in Diagram 43.





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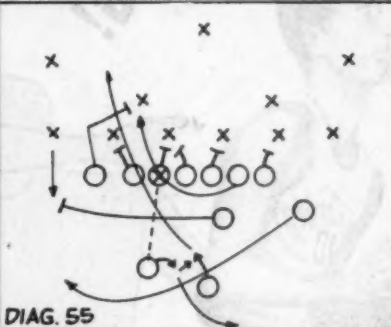
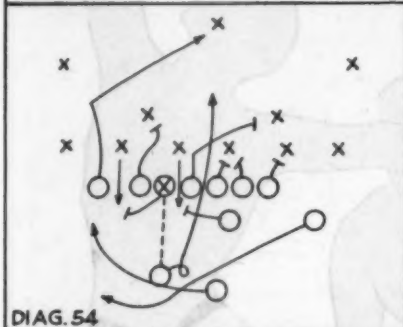
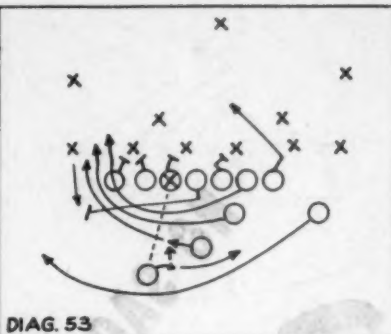
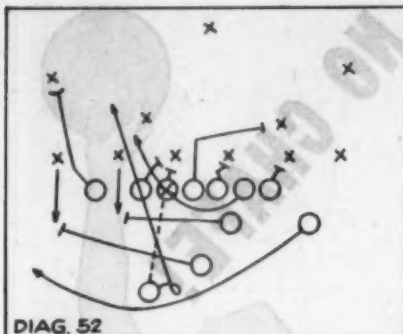
• Every part of these new Johnson & Johnson athletic supporters has been redesigned to eliminate slipping, sagging and chafing. The V-Front, all-elastic waistband follows body contours—fits comfortably and *stays put*. The pouch, too, has

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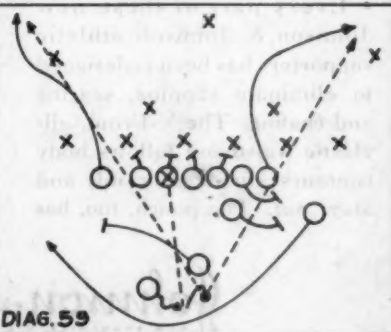
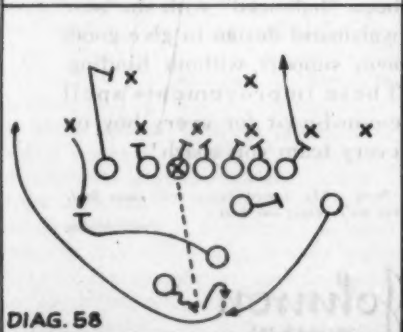
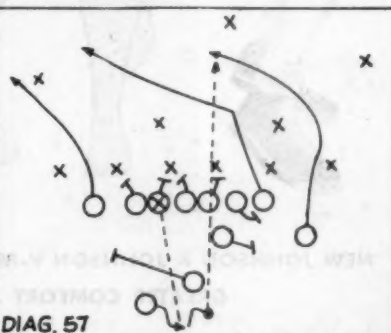
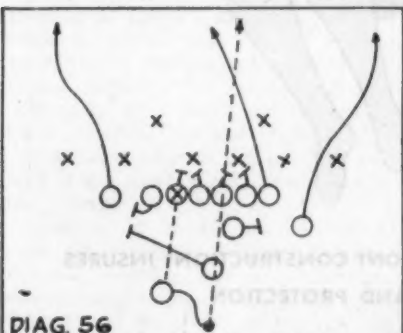


In Diagram 55, the tailback fakes to the wingback in motion then hands the ball to the fullback who goes inside tackle with the blocking as shown.

It will be noticed that two variations of the wingback in motion are illustrated in these diagrams. In the one case, the wingback goes between the tailback and fullback, and in the other he goes behind both the fullback and the tailback. Both have their advantages and the plays shown may be used with either method. The tailback going behind the fullback does not neces-

sitate such delicate accuracy in timing as the other method. Both systems have been used effectively by excellent coaches with excellent teams.

Diagram 56 illustrates one of the basic forward-pass patterns on which the weak-side end and the wingback decoy the halfbacks outward and the strong-side end may use any one of a great variety of maneuvers to get away from the safety man for a pass. He may fake to the right and cut left, fake left and cut right, or use a change of pace, slowing down and



then employing a burst of speed to get behind him. He may start deep and button-hook back toward the passer, or turn and pivot to the right or left. One man should be able to outmaneuver a single defensive man if he is equally fast and is given sufficient time.

Diagram 57 shows a basic pass in which the strong-side halfback is isolated and forced to cover the wingback, man to man, the two ends deploying the safety man and weak-side halfback to the weak side. The wingback gets free by outmaneuvering the defensive left halfback by the methods suggested under Diagram 56.

Diagrams 58 and 59 show just two plays of a full series available involving the fake of the quick kick. In Diagram 58, the quick-kicker takes his step, swings his right leg, but, instead of dropping the ball on his right foot, he hands it behind him to the wingback who runs wide as shown. In Diagram 59, the quick-kicker fakes the kick, pretends to hand the ball back behind him to the wingback who simulates the wide run, after which the kicker "fires" a pass to either of the ends who have gone down the field as if to cover the kick. It is a real touchdown play.

## Team Balance In Track

(Continued from page 8)

team, since all boys can do better knowing they have the team strength to score in the coming events. Team spirit is a very influential factor in building morale, calming the jitters, breaking down over-anxiousness, and more, or less, providing the soothing oils for a winning combination.

No sport offers as much from the participants' standpoint as track and field. It is the one major sport which has a place for every type of physical build and ability. Track and field events develop organic strength and endurance, clean living, and a sense of personal responsibility. The boy's success or failure lies within himself. It is based on his desire, willingness, training habits, and efforts.

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# The Care of Equipment

By Carl Erickson

Equipment Manager, Northwestern University

**CARL ERICKSON** is entering his eighteenth year as head trainer and equipment manager at Northwestern University. The practical suggestions in the accompanying article by Mr. Erickson could well serve as a check list for trainers and equipment managers.

**T**RAINING may be divided into two parts, preventive and remedial. Preventive training is that which is effected by proper use and care of equipment. The experienced trainer has learned that player equipment is an important factor in the success of any team. Proper equipment provides better protection, and if it is issued and cared for correctly, it will save the squad from losing many players through injuries and infections.

Clean equipment is a must, for such equipment eliminates one of the biggest headaches of early season practice, *infections*. Sox, supporters, undershirts and towels must be issued fresh each day to prevent athletes foot and jock strop itch.

Shoes are the most important item in the player's outfit. Care must be used in fitting shoes. Shoes, too large or too small, cause blisters, and often result in sprained ankles, thus cutting down a player's efficiency.

Misfits in hip pads, which allow slipping, may cause an injury to the crest of the hip

bone, a very painful injury which may keep a player out of the lineup for several weeks. Loose thigh guards, which slip from side to side, may result in charley horses, cases which may not respond readily to treatment, and often show little improvement after weeks of treatment.

Shoulder pads which are not laced properly, and straps left unfastened under the arms, allow pads to slip, and may cause separation of the acromio clavicular joint. This type of injury is painful, and healing may require from a week to an entire season.

Helmets should be well built and equipped with suspension straps to reduce shock. Supporter-type jerseys aid in keeping shoulder and hip pads in place. Pants should be designed to allow ample freedom for the necessary stretch, squat, and stoop.

All equipment should be checked several times during the season, and necessary repairs made. After the season closes, all equipment should be washed or dry cleaned before it is packed away. Pants,

jerseys, and socks should be mended before storing. Moth flakes should be sprinkled generously through each garment as a protective measure.

At Northwestern, we clean helmets inside and out at the end of the season. A standard cleaner is used on the inside to remove sweat and dirt which has been ground in during the season. The outside is cleaned with soap and water, and then polished with shoe polish. Game helmets are cleaned and polished each week of the season. Each player is issued a helmet for the season. This method eliminates infections, and one of the causes of boils.

Shoes should be oiled thoroughly before they are issued, and they should be checked at frequent intervals to spot loose cleats and rips. On wet days, graphite and oil should be applied to the soles to prevent mud from caking. Paper stuffed in the toes of the shoes after use on a wet day aids in drying the shoes, and in keeping their shape.



## A GREAT GAME!

Baseball is a great game—worthy of a place on every physical training program. Baseball's advantages place it high as an excellent conditioner of large groups. Most young Americans know and enjoy baseball—they discover its thrills and excitement early. Baseball's physical requirements—not as stringent as some other sports—permit more to participate.

Still America's No. 1 Game, baseball holds its following among spectators and players. Naturally, we are one of baseball's biggest boosters. For over 20 years we have made Hanna Batrite Bats using expert craftsmanship, improved design and the finest woods. Clean-hitting and long-lasting, Batrites have become a part of baseball's tradition.



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After the season, all cleats should be removed, bolts and nuts checked, mud removed, and finally the shoes should be painted with viscol oil. New cleats should be attached, if necessary. Shoes should then be polished, identified for size, and placed on shelves ready for issuance next season. Varsity game shoes from the previous year may be issued for reserve games, later for practice, and then for freshmen practice. Game shoes are checked, cleaned, and polished after each game.

Football and basketballs should be deflated each night, in order to make them last longer, and to retain uniform shape. Balls should be washed each day with soap and lukewarm water, or ball cleaner, and then polished to give them "tackiness."

During the season, players should hang up their equipment in their lockers, leaving the lockers open overnight, so that the equipment will dry thoroughly. Perspiration is harder on equipment and rots it more quickly than wear and tear.

## Defensive Baseball Tactics

(Continued from page 14)

man to take the cut-off position in front of second, and either taking the throw or letting it go through to the short stop, is a chore. If he takes the throw, and the runner on third does not break for home, the steal of second is successful, and two runs may come in on a hit. The coach feels much better if the throw goes through, the man on third breaks, a put-out is made at second, and the runner is held at third. He is justifiably proud when his team gets both runners.

If the situation is a double delayed steal, with two out, and a poor hitter up, the first baseman, as soon as he realizes that the base runner has held up at second to allow the runner on third to jockey for his break, should hustle down the baseline so the short stop may make a one-throw put-out as shown in Diagram 5. This tactic will allow a put-out at home, if the runner on third breaks and there were less than two out when the play was attempted.

One tactic used by the alert catcher, under these same circumstances, is a bluff-peg toward second base, and then make a quick, accurate throw to catch the too-eager runner off third. This will work against a too-eager runner, if the opposing team has been trained to break for home on the catcher's throw to second.

### With a Runner on Third

There is a practical defense which requires team practice, by the catcher, third baseman and short stop to perfect. It is il-

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| .....ft. x .....ft.                                  | <input type="checkbox"/> Wall Pads                     |
| <input type="checkbox"/> Judo Mats                   | <input type="checkbox"/> Wrestling Mats (state size)   |
| <input type="checkbox"/> Leather Cleaner             | .....ft. x .....ft.                                    |
| <input type="checkbox"/> Lunge Belts                 | .....ft. x .....ft.                                    |
| <input type="checkbox"/> Massage & Treatment Tables  | <input type="checkbox"/> .....                         |
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illustrated in Diagram 6, and applies when a runner from third starts home on an infield grounder, and then holds up as he sees the catcher receive the ball. If the catcher chases the runner all the way back to third base for a one-throw put-out, the player who hit the grounder will be found resting on second base. This allows the offense an extra base as consolation for the runner on third making a mistake. Actually, the third baseman should follow the runner from third up the base line. Whether he handles the grounder, makes no difference. After the runner holds up, the catcher should chase him only a few steps before throwing to the third baseman for a put-out. This places the third baseman in control of the situation. The hitter is now held at first base, or if he is trying for second base, the third baseman can throw there for the second out. The short stop should be on third on this play, in the event the one-throw attempt fails, and the runner is chased back towards third.

#### Runners on Second and Third

When there are base runners on second and third, and the runner from third gets trapped between bases, the catcher is once more the key figure. Good base running calls for the runner to remain trapped until other runners advance, or, of course, get back to base safely. If the catcher hustles the runner back to third by threatening to throw, and eventually controls the situation, he will touch both runners without making a throw. Each throw involves a risk to the defense.

#### Runners on First and Second

When there are runners on both first and second, and a bunt is probable, a team needs to know how to get the runner at third, as illustrated in Diagram 7. The pitcher must try to prevent a successful bunt, and he must cover the whole area in front of him, and on the third base side of the diamond, in order that the third baseman may remain on his base for the put-out. The first baseman must cover the other side of the diamond. The catcher must be trained to yell where to throw, either to third or to first.

The pitcher may try catching the runner off second, before pitching again. Some coaches advise pitching, so that the bunter will bunt it right back to the pitcher for an easy put-out. Other coaches prefer that their pitchers throw the *high strike* ball when expecting a bunt, so that the batter will foul it, or bunt a fly which can be caught.

#### Advanced Tactics

There are numerous defensive tactics which only seasoned players can be expected to use. For example, it may be the expert catcher, who senses the proper time

to call for a pitch-out to catch the runner trying to steal second, or to tag the runner trying to score on the attempted squeeze play.

A fast-thinking player, such as the pitcher who traps the fly bunt, with a runner on first base, instead of catching the ball before it hits the ground, needs a smart first baseman to work with him. If the first baseman touches the base first, the batter is out as usual, and if the base runner, who probably hustled back on seeing the fly ball, stays on the base, he will be safe. But, if the first baseman has been trained to tag the runner first, and then step on the base, he will complete a double play.

Perhaps once in several seasons, a smart left fielder may get a "kick" by trapping a short fly ball for a double play, but he must pull it with runners on first and second, and the ball must be a legal fly and not an infield fly. Trapping the ball, as the base runners see him under it, and hold their bases, allows him time to throw to third for the first put-out, and the second put-out may be made at second, before the runners can recover from the changing situation and advance to the next base.

Making a double play on this situation requires a seasoned team. The usual team makes but one put-out, and still plays good baseball. This situation requires that the base runner be on second base, when the play starts. He becomes caught on a hit ball going to the infield, and is headed off by the third baseman or the short stop. The second baseman must know his part, that of staying on his base and handling the ball properly. Suppose that the hit

ball comes to the third baseman in time to head off the runner. The third baseman chases the runner back toward second base, timing his throws so as to draw the "hitter" into attempting to make second base before the put-out is made. Expert ball handling is necessary because the third baseman must have the ball at the correct time to throw to the second baseman—just as the "hitter" tries to slide in to second. This makes the first out. The infielders may then trap the caught-up runner for a second put-out.

## The Development of High School Athletics and Their Administration

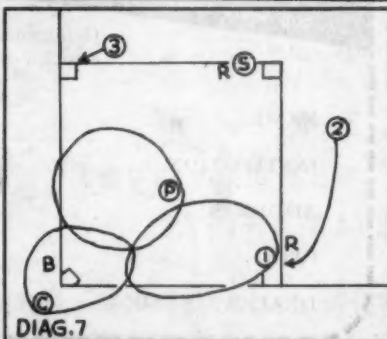
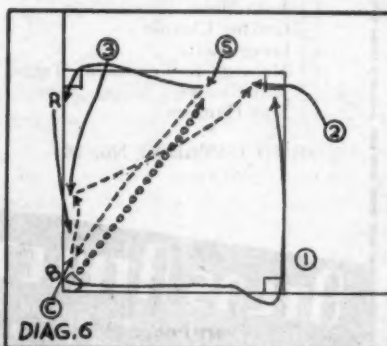
(Continued from page 16)

important training which stood out so glaringly when the spotlight of war was thrown upon them.

It is not contended here that a man necessarily had to have experience in athletics to be a good soldier, sailor, or marine. Thousands of the best we had were deprived of that opportunity before coming into the service. It is contended here, however, that a good soldier, sailor, or marine was a *better* one if he had taken part in athletic competition during his school days. Such an experience "did something" for him which manifested itself so clearly during his training period, and in his campaign record as well.

#### A Trust to Keep In Athletics

We are in the so-called post-war world now, and hundreds of thousands of young men and women are coming back home. Many other thousands are sleeping in foreign lands under white crosses "row on row." Other thousands have been claimed by the great blue deep of the oceans of the world. It was they who helped with their all to make it possible for the rest of us to come home, and it was they who helped to preserve the America we love and rightly think to be the greatest nation in the world. We must prove that America is strong morally, socially, and physically. There is a job to be done, and not the least consideration is the assurance that our athletics are what we claim them to be. Professional athletics have a place in our scheme of things, but they should not be confused with the amateur brand that has flourished so well in our high schools and colleges where play should be for "play's sake" and the valuable educational lessons that accrue to the student participants and spectators. With the flush of victory and the interests of a sports-starved populace during the last four years, we must keep an even keel in our high school athletic





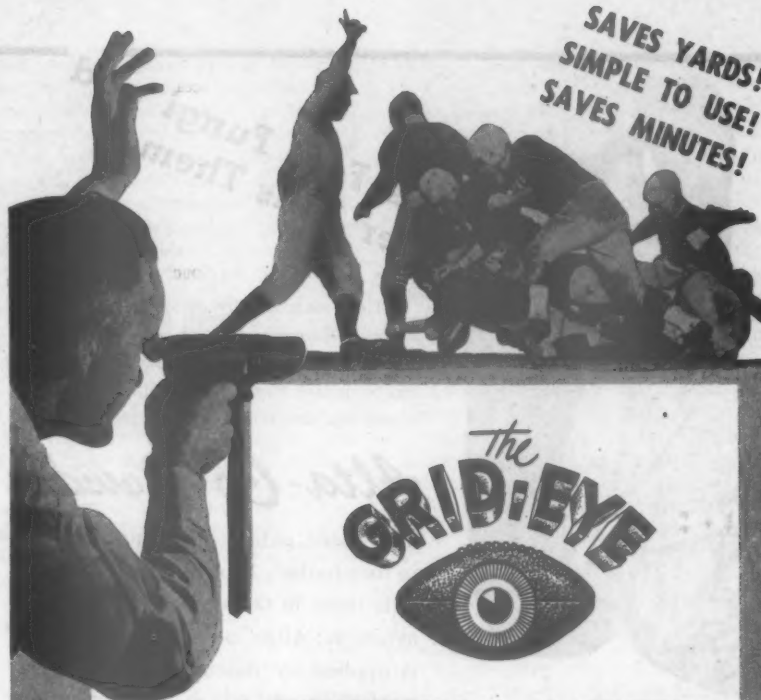
programs. Already there are indications that promotional schemes are in the offing. Our athletics should be broadened to be more inclusive, both as to numbers competing and varieties of sports. It's just as important to provide opportunities for students to compete in tennis, volleyball, or swimming, as in football, basketball, or baseball. There are no such things as minor sports because they are major to the competitor, or else he is not worthy of the name. By the same token, there should be more than varsity teams in competition, and the lead taken by some schools in having as many as four teams in league competition is an indication of what can be done. *More students in more sports* is the goal which we should seek to attain.

### No Confusion Between Physical Education and Athletics

There should be no confusion between physical education and athletics. They are complementary to each other. In some instances schools feel that they have a physical education program if they have a basketball or baseball team. Not at all so, because they merely have a *phase* of such a program. Physical education is the all-inclusive term and athletics are a definite part, primarily a skill phase. In fact, athletics are for the more proficient students in physical education. If a school's basic physical education program includes all students—as it should—there are provisions for conditioning activities and teaching of athletic skills. Intramural programs also have a most important place in physical education. Out of these three divisions of the physical education program should come the material for interscholastic athletic teams. This policy is in direct keeping with other school activities. Bands and orchestras are composed of the more proficient music students, not all of those enrolled in the music courses, neither are all those in speech classes on the debating teams. School play and dramatic casts are composed of students displaying the greatest talents in these activities. So it is with athletics. The school team members are those who have the right to receive special training in an ability which they possess. Let us not condemn the extra training and opportunities received by athletes but rather, see to it that all students have the chance for instruction and opportunities to learn to play that are due them. If athletics are regarded as a part of the school curriculum, preferably in physical education, there is not much danger of over-emphasis.

### Controls in Athletics

Much has been said or inferred concerning the importance of controls in athletics so that they can be maintained in their proper relationship to the other phases of



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**THE ATHLETIC JOURNAL**

the school curriculum. These are important because it is not difficult to visualize the lengths to which interscholastic athletics might have gone if there had not been governing agencies to keep them in line. Most high schools have their own boards of control or athletic associations which keep their athletic programs as school rather than special interest or "downtown" affairs! In all but one or two states there are state athletic or activity associations which are composed of schoolmen themselves. They establish the rules and regulations under which athletic contests are sponsored in their respective states. Forty-four of the forty-eight states in the United States are members of the National Federation of State High School Athletic Associations. This organization aids member state associations in maintaining state regulations when interstate competition occurs. It has had an extensive influence in keeping high school athletics in their proper place, and has done much to prevent exploitation of school boy athletes. The National Federation also has made an important contribution to the high schools of the nation in the preparation of playing rules either through its own rules committees or by working jointly with the National Collegiate Athletic Association groups. Recently, an agreement between the National Federation and professional baseball has been effected, which will protect high school boys from the inroads of professionalism until they graduate from high school or, if they drop out of school, until one year elapses, or until the boy's class graduates from high school if he leaves school before that occurs.

### Efficient Management Essential

Regardless of the amount of local, state, or national organization, with their effective controls, the most important factor in a successful athletic program is the efficient management of contests themselves. In this connection it should not be inferred that the coaching of athletic teams does not also occupy a number one position. Just as in each school system the teachers have their places in the organization plan, so the coach's work is an integral and most vital part of athletics. Without administrators in our schools, and their overall picture of that part of the system of which they are in charge, the work of individual teachers would likely resolve into unrelated effort and a situation practically resulting in educational chaos. This is a comparable state in which the athletic program would find itself if the administration of it is left to chance, or is not definitely a part of the entire educational program of a school. In too many schools there is not enough division of duties in connection with the management of athletic contests. Obviously, there must be someone in charge, but in most cases it

should not be the coach. He is busy enough with the handling of his team. All the details connected with pre-game preparation, and game responsibilities for home contests, as well as the after-game duties are important jobs and should be performed to a great extent by one or more of the faculty managers.

"An athletic contest must be made business-like, attractive, and a well-organized sports event. The public will recognize it as such, and its educational and good sportsmanship implications will be primary achievements almost to be taken for granted. The reputation of a school also may, in many instances, be measured by the manner in which its athletic contests are conducted. Certainly the importance attached to such events offers an opportunity to establish the good name of the school in a community which should not be overlooked by schoolmen."<sup>1</sup>

### Contest Responsibilities

What are some of the pre-game, game, and after-game details which should receive attention in an efficiently managed and properly administered athletic program? Limitations of this article will per-

mit little more than a passing reference, even to some of the more important ones. Again, it is emphasized that the training and instruction of team members is not included in this discussion. Those are the responsibilities of the coach. The items which will be listed are those administrative in nature, and the larger schools, at least, will have a faculty member or members, or the school principal, responsible for them.

### Pre-Game Preparation for Home Contests

**Contracts:** Be certain that contracts are executed in duplicate for all contests, and that dates are correct. Have regular places for filing contracts, and make them available at the time of contests.

**Eligibility Records:** Eligibility records of home and visiting teams should be available at the time of the contest. Be certain that they are at hand several days before the game.

**Physical Examinations:** No student should be allowed to practice for or participate in any interscholastic athletic contest until he has had a physical examination. Most state athletic associations require this procedure, but more important is the protection it affords the participant himself and the school.

**Athletic Officials:** Check all officials'

contracts with the officials several days before the game. File all officials' contracts in a regular place, and have those pertaining to a particular game available at that time.

**Game Equipment:** Inventory all game equipment prior to the contest by means of a check list. Have items at the right place at the right time.

**Field or Court:** Be certain that all details are checked regarding marking, seating arrangements, and any unusual circumstances in connection with playing areas. If a contest is not to be held at the usual place, notify the visiting school and officials accordingly.

**Visiting School Courtesies:** Treat the visiting school as a guest. Advise it ahead of time concerning admission prices, complimentary tickets, band arrangements, dressing room facilities, color of jerseys, etc.

**Tickets:** Have an ample supply of tickets prepared ahead of time. Adequate arrangements should be made for the sale and taking of tickets so that spectators may be admitted without delay.

**Contest Programs:** Inexpensive, informative programs "dress up" an athletic contest. It is preferable to distribute them gratis if possible.

**Concessions:** If food, candy, or soft drinks are to be sold at an athletic contest, do it in a business-like way. Be

1. Forsythe, Charles E., "The Administration of High School Athletics," Prentice-Hall, Incorporated, 1939, p. 165.

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certain that proper arrangements have been made with food inspection and sanitation agencies.

**Publicity:** Advertisements, news articles, and methods of acquainting student bodies and the public with coming athletic events should be dignified and truthful. Coaches and school administrators can set the standards in this regard, and most news writers will fall in line.

**Ushers:** Adequate preparation for handling anticipated crowds at athletic contests is an important administrative detail. Student ushers may be trained to aid in this capacity. The examples they can set in sportsmanship standards should not be overlooked.

**Police Protection:** It is not an indictment against a high school athletic contest to have it adequately policed. Uniformed supervision of all public events is an accepted practice. Make use of your local and state police because they are public servants.

**Reserved Seat Areas:** When an athletic contest patron buys a reserved seat he is entitled to it. Be certain that reserved areas are adequately protected.

**Cheer Leaders:** While the primary duty of cheer leaders is to lead the cheering, they can be valuable adjuncts in the maintenance of a high standard of sportsmanship. They should be selected with this added purpose in mind as well as their ability as tumblers or gymnasts. They should be sportsmanship leaders as well.

**Score Boards:** In a well-organized athletic contest, a score board is a "must." It may be simple, it should be easily operated, and regular attendants provided for it.

**Cleanliness of Stadium, Bleachers, or Gymnasium:** Places where athletic contests are held should be clean. Floors should be sanitary and fields free from debris. Rest rooms should be fully equipped, sanitary, and easily accessible.

**Public Address System:** Be certain that the public address system is in working order, and audible if one is to be used. A poor one that is not understandable is worse than none at all.

**Physician at Contests:** It is advocated that, whenever possible, a physician should be present at all athletic contests. His services may be needed not only for players but for emergencies involving spectators.

**Scorers, Timers, Judges:** These officials are essential for the conduct of athletic contests. Arrangement for an adequate number of officials is an important pre-game detail.

### **Game Responsibilities for Home Contests**

Some of the game responsibilities listed in the following section will be references to similar items previously mentioned. They will serve as a check list, however,

for the athletic director or faculty manager at home games.

**Supplies and Equipment:** Lists of supplies and equipment essential for contests or meets in baseball, basketball, cross-country, football, golf, swimming, tennis, track, etc. should be prepared, and checked before the event.

**Tickets:** Tickets should be at booths with sellers and takers stationed as previously assigned.

**Ushers:** Ushers should be at stations previously assigned.

**Contest Programs:** Supplies of programs should be in hands of distributors who have been instructed previously as to their stations. Distribution of programs should not be wasteful. It is preferable to have unused programs turned in after a game rather than to let the stands be littered with them during a contest.

**Officials' Quarters:** Officials should have private dressing rooms apart from either team. A student manager should be assigned to direct officials, and to be at their service.

**Visiting Team Quarters and Courtesies:** At least one student manager should be assigned to the visiting team. He should show the visiting school officials their team dressing quarters, method of reaching field or gymnasium, inquire if they have all the necessary equipment they need, provide them with a supply of drinking water—individual cups or bottles if a fountain is not available on field or in the gymnasium—and remain on constant call for any services the visiting coach or athletic director might desire.

**Flag Raising:** Be sure that the American Flag is on hand, and that students are instructed as to their functions in the flag-raising ceremony. Bands should also understand their part in the program.

**Intermission Program:** If a program is planned between halves of the game, be certain that all arrangements are completed and that student managers know their duties.

**Players' Benches:** Reserved areas should be roped off or protected by student guards for substitute players and coaches of visiting and home teams. No one else should be allowed on these benches.

**Physician:** Check to see that the physician expected for this contest is present.

**Bands:** Reserved seats or benches should be provided for visiting school and home school bands. Check to see that they are available. Student managers may be assigned to this detail. Be certain that band leaders know the time allotted them between halves, and also what is expected of them after the game.

**Contracts:** The principal, athletic director, or coach should have game and officials' contracts in his possession at game time for possible reference.

**Contract Guarantees and Payments:** Have school athletic association checks available for the visiting school—if the

contract calls for a guarantee—and also for officials. These should be given to the persons concerned during the intermission period or immediately after the game.

**Eligibility Lists:** Have the eligibility lists for both competing schools accessible at the time of the contest.

**Score Board Arrangements:** Student managers should be assigned to score boards. Generally, they should be students who have had experience in this work.

**Guards for Dressing Rooms:** It is advisable to have a guard on duty in the visiting and home team dressing rooms during the progress of the game. Even though valuables are checked, clothing and other articles sometimes disappear if the locker rooms are left unguarded. Another alternative is to assign the visiting team to a room which may be locked, and then give the key to the coach or faculty or student manager.

**Extra Clothing for Substitutes:** In football, especially, this is important. Parents rightly object if their boys are insufficiently protected while sitting on the bench. Either have a sufficient number of warm coats or blankets for all substitutes, or else have less substitutes. Treat them all alike.

**Concessions:** Check to see that concessions are being handled properly.

**Cheer Leaders:** Cheer leaders should be on their assignments at least a half hour before game time.

**Police:** Police officers assigned to duty at the game should be available soon after gates or doors are opened. An officer stationed near the main gate or stadium entrance has a good psychological effect.

**Public Address System:** Check the public address system prior to the start of the game to see that it is working properly.

**Rest Rooms:** Make certain that rest rooms are properly equipped, and are opened when the gymnasium door or field gates are opened.

**Guarding Extra Equipment:** Student guards should be assigned to see that extra equipment is not lost during games. This includes balls, bats, helmets, jackets, sweaters, blankets, pads, and so on.

### **After-Game Responsibilities for Home Contests**

After a game has been completed, there are several things to be done. Usually it will be the faculty manager, athletic director, or coach whose responsibility it is to see that they are finished. Again, these items will be indicated in the form of a suggested check list.

**Payment of Officials:** If this was not done at half-time, payment should be made to the official or officials immediately after the game. The official should be free to leave the school as soon as he desires after the contest. Do not make it

necessary for the official to hunt up some one in order to get his pay. It should be ready for him without his having to ask for it.

**Payment of Visiting School:** Again, if this detail was not attended to during or before the half, it should be done immediately after the conclusion of the game. Be certain that the payment is in accordance with contract guarantee provisions.

**Storage of Equipment:** Student managers should be assigned the responsibility of collecting and storing all field, court, or game equipment after each contest.

**Contest Receipts:** At least within a day or two after a game the athletic director, faculty manager, or coach should check receipts for the contest. Such a report should be received from the individual in charge of ticket sales at the game.

**General Financial Statement:** Within a week after each game there should be a complete financial statement showing receipts and expenditures for that particular contest. This is good business and the report should be placed in the hands of the high school principal or superintendent of schools. Either of them may then make such disposition of it as he sees fit.

**Concessions Report:** If the concessions are handled by the high school athletic association, there should be a complete report of receipts, expenditures, and inventory after each game. If concessions are in charge of local school clubs, or organiza-

tions, a financial report still should be made to the athletic director or high school principal. School officials have the right to know the financial status of this agency in order that they may be in a position to answer inquiries concerning it.

**Record of Officials:** Many state athletic associations ask that schools rate officials either after games or at the end of the season. In the latter case it is desirable to keep a record of all officials until the state blank is received. A simple method is to list the name of the official, the game in which he worked, the date of the game, a rating for him based on the state rating plan, and a few remarks about his work. This record also will be of value when officials are being considered for another year. Such records should be kept for "away", as well as for "home" games.

**Participation Records:** Shortly after each game a record of all participants should be made, usually by the coach. This may be used for award purposes, if that policy is followed in the school, and also for final season reports to the state athletic association in states where such reports are required.

**Filing of Contest Data:** Usually it is desirable to have all the information concerning a particular contest available in one place. Such a filing procedure is possible if data regarding a game is compiled shortly after its conclusion, while it still is fresh in mind. A large envelope may be

used as the filing unit. In it game and official contracts are filed, together with all correspondence concerning the contest and school, and newspaper clippings regarding it. It is obvious that such a system enables data to be found readily concerning any contest in which a school might have competed. It requires only a minimum of effort, but it must be done soon after the game has been played. Some schools keep record books of all games with satisfactory results. Whatever system is used, the important thing concerning it is regularity and keeping it up-to-date. Records become valuable with age, and they should be kept faithfully.

### Preparation for Games Away from Home

Regardless of the size of the school, there are numerous matters regarding the trip, management of the team, and financial consideration to which attention must be given. The items which are presented here may be considered as a check-list of duties from which schools may select, or to which they may add, those pertaining to their local situations.

**Transportation:** This is the most important item in connection with "away" games. Above all, it must be safe transportation. School buses or bonded common carriers are the best methods. Student drivers of private cars should not be



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allowed to transport athletic teams. Plan a definite time for starting the trip. Have a definite range in time for the return arrival. Be on time.

**Parents' Permits:** Some schools have found it desirable to advise parents of participants regarding starting and returning time-range for all out-of-town contests, and to obtain written permission from them for the students going on the trip. Probably, this is not as necessary when trips are made in school or common carrier buses as when other means of transportation are employed.

**Finances for Trip:** Be certain that sufficient finances are available to defray estimated expenses.

**Equipment:** Players should be responsible for their own personal playing equipment. General game equipment should be the responsibility of the head student manager.

**Game Details:** Be certain that it is known when and where the game is to be played before the trip is started.

**Eligibility Records and Game Contracts:** Have this information with you when you make the trip. You may need it at the game.

**Trip Personnel:** Have a definite time established for posting names of team members and student managers to make the trip. State the time the team will leave, and leave at that time. If players know that this hour is the deadline they will be on time.

### General Administrative Matters

Much more could be said regarding important administrative details in connection with athletic programs. There is the matter of purchase, issuance, and general care of athletic equipment. These are items for separate treatise in themselves. Policies regarding athletic awards in schools are most important. If athletics are to be conducted in an efficient and business-like manner, much attention should be given to finances and budgets. Complete accounting of all athletic receipts and disbursements is essential. The planning and care of athletic facilities are matters calling for much attention. Problems in connection with intramural athletics, as well as athletic programs for girls and junior high schools, loom large in general administrative procedures. It is not possible in this article to more than mention them.

### Safety and Sanitation in Athletics

Of growing importance during the last few years has been the attention paid to safety and sanitation in our athletic and physical education programs. Lessons learned in connection with these matters may be remembered by a youngster as long as he lives. The potentialities of proper training in safety, good health pro-



cedures, and sanitation which a boy or girl may receive while engaging in athletics are almost unlimited. We must not overlook the existing possibilities.

### Safety Policies

In brief, a school may consider that its general athletic safety policy is consistent with good educational procedure, if the following are considered:

*Employment of a well-trained coach or coaches* to have charge of the activities in the athletic program. Preferably, coaches should be members of the physical education staff.

*Adequate, proper-fitting equipment* should be available for all players. If it cannot be provided, the activity should not be sponsored.

*Playing facilities* should meet common-sense standards. Boys should not be expected to play under conditions and with facilities admittedly unsafe or dangerous.

*Adequate training* must be a requisite for all participants. They should not be allowed to participate in games until proper physical condition is attained.

*Sufficient reserve material* is an essential for good teams but it is a greater safety essential. Generally, there should be at least twice as many members on a squad as there are playing positions on the team.

*Competent officiating* is an added means by which athletic contests may be made safer activities. Engage officials who are known to be strict in their enforcement of rules which are for the protection of participants.

*Fair and equitable competition* in all athletics is a safety essential. In general, schools should limit their athletic competition to schools of comparable size. By so doing there is greater assurance that squads are more nearly equal in size, with the result that competition will be better and safer.

### Sanitation Axioms

Sanitation suggestions for athletics may seem trite to the experienced administrator or coach. Many times, however, the common things are the ones which are overlooked. Following are several common axioms for health and sanitation as they apply to the average high school athletic program. Are they required practices in your school?

*Insist on proper fitting equipment.* It lessens the chance of infection by irritation from loose or tight apparel.

*Sterilize personal equipment* prior to any interchange between players.

*Provide sanitary drinking facilities.* Use individual, half-pint pop or milk bottles or paper cups on field and a fountain in gymnasium.

*Always have a first-aid kit on hand.*

*Keep personal equipment aired and dry* between practice sessions.

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*Be certain that players are cooled off and have thoroughly dried themselves before leaving locker rooms.*

*Inspect shoes regularly for nails and breaks which might cause infection.*

*Inspect showers frequently and keep them adjusted so that the possibilities of scalding and hot water burns are reduced to a minimum.*

*Insist on one towel being used by only one boy.*

*Permit no exchange of personal equipment between players without the coach's permission, the penalty to be dismissal from squad.*

*Provide proper facilities in gymnasiums for expectorating.*

*Insist on a warm shower being followed by a cold one.*

*Provide or insist upon clean, dry, towels every day.*

*Keep players off wet ground between halves of football or soccer games.*

*Provide sideline sweaters or jackets for substitutes.*

*Inspect players regularly for infection or injuries.*

*Insist that injuries, no matter how slight, be reported immediately after they are received.*

*Clean lockers, showers, and toilets frequently and scientifically.*

*Be certain that taping and bandaging are done correctly.*

*Don't allow ill or injured players to participate in practice or games.*

*Check weights of squad members daily.*

*Provide a separate towel for each team member for use at time-outs or between halves of contests. Hand it to him, or provide a sanitary receptacle for it. Do not allow it to touch the floor.*

*Laundry uniforms and sweat clothes frequently.*

*Provide foot baths or other accepted treatment for the prevention of athlete's foot.*

*Allow no "common lemons or oranges" for team use.*

*Keep gymnasium floors scientifically clean.*

#### **Athletic Accident Benefit Plan and Protection Plans**

During the past fifteen years more than twenty state high school athletic associations have established athletic accident benefit or protection plans. Wisconsin was the pioneer in this movement which has been emulated in most of the other states now having plans of this type. Such programs have been the means by which scientific data have been obtained concerning the time, place, kind, and type of play during which injuries have occurred. In Michigan this year, there are 495 member schools in the Athletic Accident Benefit Plan with a student registration of more than 21,000. Approximately \$20,000 had been returned to member schools as of February 1, 1946,

and in the neighborhood of an additional \$8,000 to \$10,000 will be paid out for allowed injuries during the balance of this school year.

The amount of money returned to member schools in the benefit plans of the various states is not the important consideration. The fact that all participants must have had physical examinations prior to practice or play, that they have found that it pays to report injuries immediately after they occur, and that they have had experience in a co-operative undertaking are the important virtues of programs of this type. Fully one-third of the allowed claims in Michigan this year will be for x-rays which were negative to fracture or dislocation. The most important thing is that they had a chance to find out, scientifically, that they were not injured seriously. Who knows what the "carry-over" value of such an experience may have on their health habits in later life? In five years the membership of Michigan high schools has doubled in the Benefit Plan, and nearly trebled in number of registered students. Michigan's experience is not unlike that of the other states which have established this type of service for their schools.

#### **What Lies Ahead?**

Usually, to prophesy, as to developments in any field of endeavor over a long period of years, is hazardous for the prognosticator. That would seem to be especially true in interscholastic athletics. Yet, there are trends which seem fairly clear. It is with a feeling of genuine humility, coupled possibly with some optimism, that the following predictions are made:

*The influence of the war has shown the values of physical fitness and that one method of attaining it is by means of well-organized, well-directed, and well-supervised interscholastic athletic programs. They must be broader than they have been in the past, however, both as to scope of program and the number of participants.*

*Athletics are as permanent as anything mortal can be permanent. Competition is essentially American. It is the essence of athletics.*

*The National Federation of State High School Athletic Associations will continue to be a potent force in the national control of thousands for interscholastic athletic competition.*

*State high school athletic associations are becoming more inclusive in their activities. Several states have included other interschool activities in their programs, in addition to athletics.*

*Age limits for competition are being reduced in most states in order to bring about more equitable competition, and as a safety measure.*

*The number of season contests in many states is being reduced. This was very evident in a report given at a meeting of*

state representatives at the annual meeting of the National Federation of State High School Athletic Associations held in Chicago in January of this year.

*More attention is being paid to the safety of participants in athletics today than ever before. More states are concerned with athletic accident benefit and protection plans than would have been thought of a few years ago.*

*Boards of education, in increasing numbers, are giving support to athletic programs, thus recognizing them as integral parts of the educational program. This is a most healthy sign for athletics.*

*Intramural athletic programs are being broadened to include more activities and more boys and girls. It is important that junior and senior high school students be taught more games and game skills.*

*Interscholastic athletics for girls seem to be sponsored by fewer schools each year. In most cases this trend is not occasioned by objection to the sports themselves, but rather to the methods by which they have been conducted.*

*More school systems each year are retaining their coaches and physical education teachers on a full-year basis. They work in the school-community recreation programs during the summer months. Great possibilities lie ahead of us in the development of summer athletic programs for boys and girls of junior and senior high school ages.*

*There is a growing tendency to classify schools for more equitable athletic competition.*

*Meets and tournaments are being better organized and administered. This is an important consideration, if they are to continue to exist, because many outside interests and promoters are waiting for the chance to take them over.*

*Sportsmanship and citizenship values of athletics must be stressed. The possibilities involved are almost unlimited.*

*There must be greater co-ordination of health, physical education, athletic, and recreation activities. After all, they are essentially one and the same thing, and deal with the same individual.*

#### **The Future Is Ours**

The future of interscholastic athletics is what we choose to make it. Properly administered, they have great potential values as part of the educational program. Apathy toward athletics will result in their getting out of hand, and their values being lost. The next five years or so may be referred to as the "golden age" in athletics. Ours should be the responsibility to see that the values to the participants themselves and to the school are "golden". We must make our own programs so attractive, educationally sound, and well-administered that they will be above reproach, remembering that the games are for the boys and girls who participate in them.

## Fundamentals of Batting

(Continued from page 30)

and success of the swing. Good balance, co-ordination, and timing should result in the bat meeting the ball out in front of the plate, thus getting maximum driving power.

The follow-through should follow the

Time the swing so that the bat meets the ball out in front of the plate.



swing in a natural motion of the body. If good body balance has been maintained during the swing, the follow-through should be in balance—that is, with the weight over the front, or stride foot, and well forward. A good follow-through gives added impetus to the ball, and maintains body balance for a good break-away from the plate toward first base. There must be good rotation in the hips to maintain body balance in the follow-through.

Maintain good body balance in the follow-through.



## Track—The Psychological Sport

(Continued from page 20)

coach to enter his "good" boys in the big meets. In 1942, and 1943, it was my pleasure to have Harrison Dillard as one of my boys. Today, in my estimation, he is the fastest low hurdler in the nation, and definitely one of the fine high hurdlers. His fastest 220-yard low hurdle time is 22.8 seconds, and many times he has run the 120-yard highs in 14.3 and 14.4. Dillard, a colored boy, five feet, eleven inches, weighing 152 pounds, ran well as a freshman against the best in the middle west. His defeats in these races created a desire to some day defeat these champions. He had, therefore, two necessary items to start with, purpose, and desire. He needed only the direction of psychology, and the opportunity to express himself. In June, 1942, he ran in the National A.A.A. Junior Championships, and placed second in the 200-meter low hurdles to Jimmy Smith of California in practically a dead heat of 23.1 seconds. In the 110-meter highs, he trailed "Whitey" Hlad of Michigan State in the acceptable time of 14.3. In both races, he was defeated in new record times for the National Junior A.A.A. Meet. It was at this time that Harrison Dillard began to think of track not as a physical sport but definitely as a way of life. He had learned the results of hard work in the fastest competition in the world, the

meaning of socialization in athletics, and the importance of living a fine, clean, spiritual life. In the winter season of 1943, he ran in many indoor meets throughout the nation, and climbed to the top. During this season, he defeated such hurdlers as Bob Wright of Ohio State, Ed Dugger of Tufts, and Whitey Hlad of Michigan State Normal. That spring found him winner of the 120-yard high hurdle race in the Penn Relays and, in May he was clocked—in one day—9.8 in the 100-yard dash, 21.8 in the 220, 14.4 in the highs, and 22.8 in the 220-yard low hurdles. The next week he entered the armed services of his country, and served well.

During a period after the European war, before his return to this country, he won fame as the Number One American track athlete in Europe. Home once again, he is ready to start in track where he left off three years ago. His return means more to our boys and to the college than just the return of a great runner. He represents to my entire squad the picture of hard work, determination, decency, respect, and the desire to excel. Harrison Dillard to Baldwin-Wallace College is the psychological answer to track, the oldest sport in the world.

In conclusion, let me emphasize that a coach who uses psychology with his boys—psychology based upon the principles of American education and democracy—takes the performer from the ranks of the average, and gives to him the opportunity to be the finest among the great.

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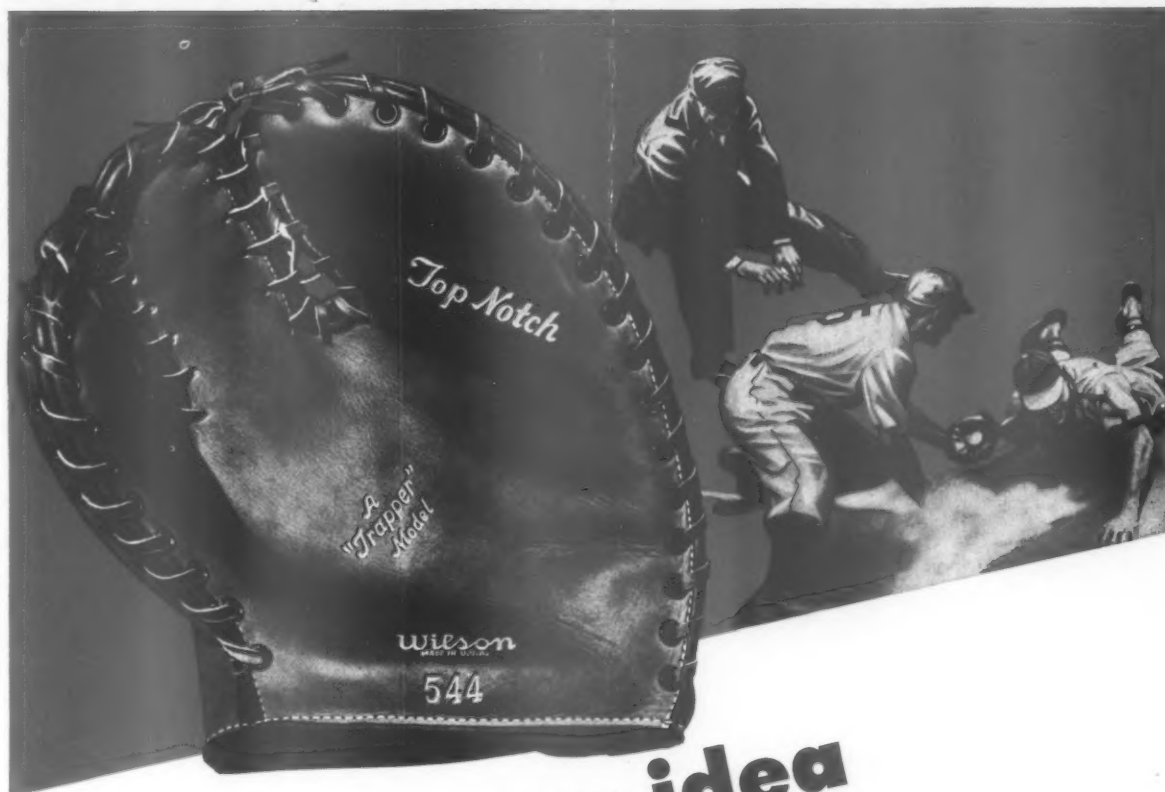
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